



Mission Fulfillment

February 2024

February 8, 2024

11:30 a.m.

Boardroom, McNamara Alumni Center

MIS - FEB 2024

1. Higher Learning Commission Accreditation for the Rochester and Twin Cities Campuses 2025 Update

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2024

AGENDA ITEM: Higher Learning Commission Accreditation for the Rochester and Twin Cities Campuses 2025 Update

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Robert McMaster, Vice Provost and Dean of Undergraduate Education
Erin Slattengren, Office of the Executive Vice President and Provost

PURPOSE & KEY POINTS

The committee will receive an update about the University's processes and progress toward its 2025 accreditation renewal for the Rochester and Twin Cities campuses.

The presentation will highlight the following key points:

- What is institutional accreditation?
- Why is it important?
- What is the reaffirmation of accreditation process/cycle?
- What is involved in a comprehensive review (i.e., what are they assessing)?
- How is the University preparing for this review (committees, structure, etc.)?

BACKGROUND INFORMATION

The United States Department of Education (DOE) states that the goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality. Accreditation in the United States involves non-governmental entities (accrediting organizations) as well as federal and state government agencies. These three entities are formally known as the Triad. Accreditation's quality assurance function is one of the three main elements of oversight governing the Higher Education Act's (HEA's) federal student aid programs. For students to receive federal student aid from the DOE for postsecondary study, the institution must be accredited by a "nationally recognized" accrediting agency.

The University of Minnesota Twin Cities has been accredited since 1913. The Rochester campus, which is accredited jointly with the Twin Cities campus, received a full 10-year accreditation approval as part of the Twin Cities campus reaffirmation of accreditation in 2016 by the Higher Learning Commission (HLC).



Higher Learning Commission (HLC) Comprehensive Evaluation and Reaffirmation of Accreditation: 2025

Twin Cities and Rochester Campuses

Comprehensive Evaluation

Every ten years, HLC conducts a [comprehensive evaluation](#) of member institutions to confirm that the institution meets the Criteria for Accreditation, is pursuing institutional improvement, and complies with requirements set by the U.S. Department of Education.

Components of the Comprehensive Evaluation include:

- Assurance Review and Federal Compliance Review
- Student Opinion Survey
- On-site peer review visit and multi-campus visit (for institutions with one or more branch campuses)

Criteria for Accreditation

The [Criteria for Accreditation](#) are the standards of quality by which HLC determines whether an institution merits reaffirmation of accreditation. They are as follows:

1. Mission
2. Integrity: Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources and Support
4. Teaching and Learning: Evaluation and Improvement
5. Institutional Effectiveness: Resources and Planning

Timeline/Key Events

Assurance Argument and Federal Compliance Report Submission to HLC (September 1, 2025)

Student Opinion Survey (2 months prior to site visit)

HLC peer team site visit (September 29-30, 2025)

Comprehensive Evaluation Planning Structure

Rachel Croson: Executive Vice President and Provost, Owner

Erin Slattengren: Assistant to the Provost, Accreditation Liaison Officer, Staff Lead

Sauman Chu: Professor and Associate Dean for Undergraduate Assessment, Faculty Lead

Steering Committee: Administrative leaders who will provide project management, staff leadership, and accountability and will serve as Criteria for Accreditation leads to ensure compliance.

Criteria/Evidence Contacts: University colleagues who will author content and provide evidence for the assurance argument and federal compliance review.

Leadership Advisory Committee: University faculty and academic leaders who will provide a bridge to the wider campus community and update and engage their respective units and representative committees on the re-accreditation process, provide guidance related to the assurance argument and evidence file, and take part in the peer review team site visit planning and facilitation.

Rochester Accreditation Committee: Rochester campus leaders and administrators who will prepare the Rochester branch campus report and take part in the site visit preparation and facilitation.



HLC Policy

Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

The Criteria for Accreditation are the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Policy Link

<https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Policy History

Last Revised: February 2019, effective September 1, 2020

First Adopted: August 1992

Revision History: Criterion 3 revised August 1998, revised February 2002, revised February 2007; New Criteria for Accreditation adopted February 2003, effective January 2005; New Criteria for Accreditation adopted February 2012, effective January 2013; revised June 2014; revised February 2019, effective September 1, 2020

Notes: Former Policy Number: 1.1(a), 2013 – 1.1 Part A, 1.1 Part B. In February 2021, references to the Higher Learning Commission as “the Commission” were replaced with the term “HLC.”

Statement of Accreditation Status

Live link:

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1409>

University of Minnesota-Twin Cities

202 Morrill Hall
100 Church St. S.E.
Minneapolis, MN 55455
(612) 626-1616

<http://www.tc.umn.edu>

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

February 12, 2016

Dr. Eric Kaler
President
University of Minnesota-Twin Cities
202 Morrill Hall
100 Church St. S.E.
Minneapolis, MN 55455

Dear President Kaler:

This letter serves as formal notification and official record of action taken concerning University of Minnesota-Twin Cities by the Institutional Actions Council of the Higher Learning Commission at its meeting on February 9, 2016. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of University of Minnesota-Twin Cities with the next Reaffirmation of Accreditation in 2025-26.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <http://www.hlcommission.org/isr-request>.

Information on notifying the public of this action is available at <http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Sunil Ahuja. Your cooperation in this matter is appreciated.

Sincerely,



Barbara Gellman-Danley
President

CC: ALO



July 10, 2020

President Joan T.A. Gabel
University of Minnesota-Twin Cities
202 Morrill Hall
100 Church St. S.E.
Minneapolis, MN 55455

Dear President Gabel,

This letter serves to inform you that University of Minnesota-Twin Cities has successfully completed its Year 4 Assurance Review with no recommended monitoring.

University of Minnesota-Twin Cities will not receive an official action letter from HLC's Institutional Actions Council. This letter serves as your confirmation that this review is complete.

In two weeks, this review will be added to the Institutional Status and Requirements (ISR) Report, a resource for CEOs and Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. CEOs and Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

The next step in the institution's ongoing accreditation relationship is to begin work on a Quality Initiative project and to prepare for the institution's comprehensive evaluation in Year 10, which will include an action regarding the institution's Reaffirmation of Accreditation.

If you have any questions, please contact the institution's HLC staff liaison John Marr. Your cooperation in this matter is appreciated.

Sincerely,

Higher Learning Commission

cc. Ralph J. Katerberg, Chair, Peer Review Team
John Marr Vice President for Accreditation Relations



230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

November 3, 2023

Dr. Jeffrey Ettinger
Interim President
University of Minnesota-Twin Cities
202 Morrill Hall
100 Church St. S.E.
Minneapolis, Minnesota 55455

Dear President Ettinger:

We are writing to inform you of the selected dates for your Open Pathway Comprehensive Evaluation Visit during academic year 2025-26. The visit to your institution is scheduled for September 29 to September 30, 2025.

Your institution's Assurance System lock date will be September 1, 2025, four weeks prior to your visit. This is the due date for your review materials; after this date, HLC will lock the Assurance System from further edits by your institutional users and make your materials available to the review team.

Evaluation dates are assigned after considering a number of factors, including your preferred date selections, HLC's need to schedule visits throughout the entire academic year, and holidays and major meeting dates. If the assigned date presents a serious problem, please contact HLC immediately at evaluations@hlcommission.org.

Sincerely,
Higher Learning Commission

cc: Dr. Erin Slattengren, Accreditation Liaison Officer

Higher Learning Commission Accreditation for the Rochester and Twin Cities Campuses 2025 Update

Board of Regents | Mission Fulfillment Committee | February 8, 2024

Rachel Croson

Executive Vice President and Provost

Robert McMaster

Vice Provost and Dean of Undergraduate Education

Erin Slattengren

Office of the Executive Vice President and Provost



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

MPact 2025

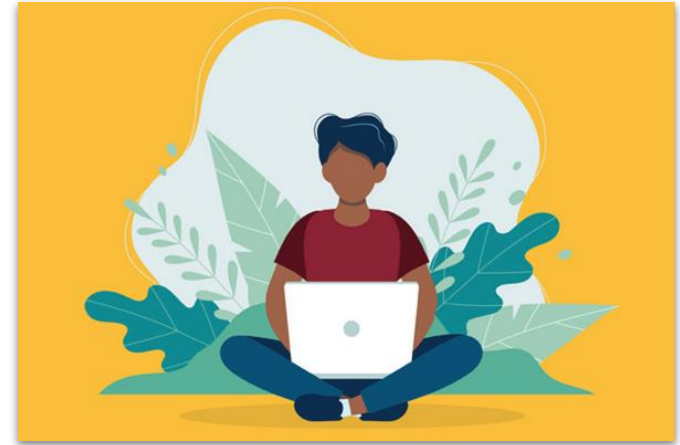
Commitment 1: Student Success

Goal 3

Program review and accreditation are and remain current each year.

Action 3

Enhance the quality and support for educational offerings.



Purpose of Accreditation

“The goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality.”*

- One way that students, families, government officials, etc. know that an institution or program provides a quality education.
- Provides credibility with and employers and other institutions.
- Gives institutions access to federal financial aid
 - Without institutional accreditation, we lose the authority to disburse Title IV federal funds.

*U.S. Department of Education, <https://www2.ed.gov/admins/finaid/accred/accreditation.html>



Types of Accreditation

- **Institutional** (regional) and **Specialized** (programmatic).
- There are more than 120 specially accredited degree programs on the Twin Cities campus, including medicine, business, music and many others. A comprehensive list of these can be found here:
<https://provost.umn.edu/academic-oversight/accreditation>
- Presentation today focuses on Institutional (regional) accreditation
- For institutional accreditation, **regional accreditation** is the most widely used and recognized mechanism (85% of institutions in the U.S.)



Institutional Accreditation

- Regional accreditors must be recognized and are overseen by the Council for Higher Education Accreditation and the U.S. Department of Education.
- There are seven regional accrediting agencies for higher education institutions in the U.S.
 1. **Higher Learning Commission (HLC)**
 2. Middle States Commission on Higher Education (MSCHE)
 3. New England Commission of Higher Education (NECHE)
 4. Northwest Commission on Colleges and Universities (NWCCU)
 5. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 6. Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges (ACCJC)
 7. WASC Senior College and University Commission (WSCUC)



Higher Learning Commission (HLC)

HLC evaluates institutions as a whole and validates the quality of an institution's academic programs at all degree levels, whether delivered on-site, online or otherwise.

Institutional accreditation also examines the soundness of governance and administration, adherence to mission, the sustainability of its finances, and the sufficiency of its resources.

HLC selects and trains professionals from member institutions who serve on various decision-making bodies and as peer reviewers to ensure compliance with quality standards.



**Higher
Learning
Commission**



HLC Open Pathway (10-Year Cycle)

Through HLC's Pathways for Reaffirmation of Accreditation, institutions complete periodic reviews on a 10-year cycle.

Pathway Event	Timing
Comprehensive Review/Reaffirmation	2015
Institutional Update	Annually every spring
Mid-Cycle Assurance Review	2020
Quality Initiative	Years 5-9
Substantive Change Reporting	Ongoing
Comprehensive Review/Reaffirmation	September 2025



Accreditation Across the System

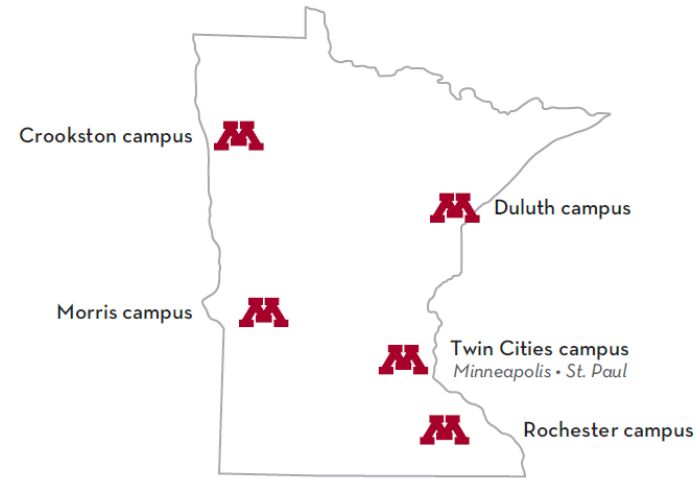
Discussion today will also focus on Twin Cities/Rochester Reaffirmation of Accreditation Comprehensive Review (2025)

Other campuses are also accredited by HLC and go through same process on different timelines

Crookston: Reaffirmation of Accreditation spring 2025 (site visit in April 2025)

Duluth: Quality Initiative stage: proposal due June 2025

Morris: Mid-cycle assurance review took place in November 2023



Components of the Comprehensive Review

1. Assurance Argument and Federal Compliance Review (due Sept 1, 2025)
2. Student Opinion Survey (April 2025)
3. On-Site Peer Review Visit (Sept 29-30, 2025)
4. Multi-campus visit for institutions with one or more branch campuses (Rochester campus, Sept 29 or 30, 2025)



Assurance Review (Due Sept 1, 2025)

Four weeks prior to our site visit, we will submit:

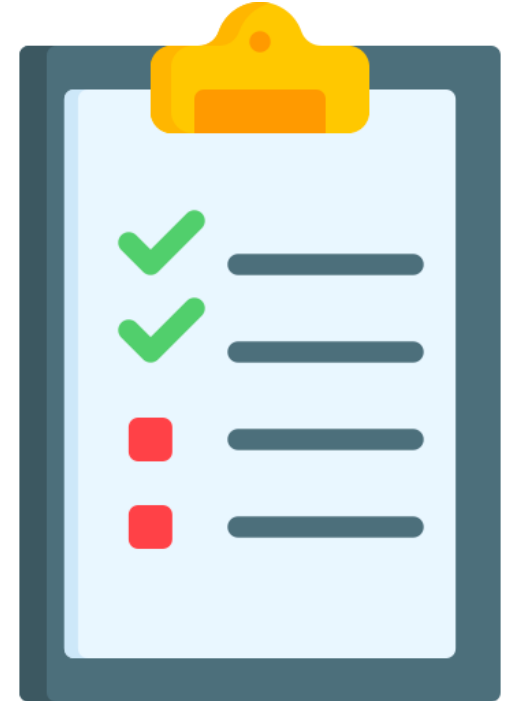
- **Assurance Argument:** A written articulation of how each Core Component and subcomponent within the Criterion are met. ~35,000 words in total.
- **Evidence File:** Links to materials for each claim or argument made. Examples:
 - Existing mission statement
 - Academic policies
 - Assessment and curriculum reports
 - Agendas and Minutes from meetings of governance committees

The team of peer reviewers conducting the comprehensive evaluation reviews these materials in preparation for an on-site visit.



Criteria for Accreditation

1. Mission
2. Integrity: Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources and Support
4. Teaching and Learning: Evaluation and Improvement
5. Institutional Effectiveness: Resources and Planning



Federal Compliance Filing (with Assurance Review)

HLC is required to assure that all its member institutions are meeting their Title IV program responsibilities. They thus confirm that we are compliant in:

1. Assignment of Credits, Program Length and Tuition
2. Institutional Mechanisms for Handling Student Complaints
3. Publication of Transfer Policies
4. Practices for Verification of Student Identity
5. Protection of Student Privacy
6. Publication of Student Outcome Data
7. Standing With State and Other Accreditors
8. Recruiting, Admissions and Related Enrollment Practices



Student Opinion Survey

HLC conducts an online survey of the institution's student body prior to the on-site peer review visit.

The survey is intended to give students an opportunity to participate in the evaluation process, and to help identify questions for the peer reviewers to ask while on site.

HLC does not use the results for ranking or comparison and does not publish them.

Due to our visit being in September, our student survey will be conducted during the spring term in April 2025 to ensure students will engage.



On-Site Peer Review Visit (Sept 29-30, 2025)

On-site visits occur after the peer review team has reviewed the institutional assurance argument and student survey results.

- HLC selects review team of 5–7 peer reviewers, considering our size, highest degree level, Carnegie classification and mission.
- The review team works with the institution to create the agenda for the visit.
- Visits typically last 1 1/2 days. The team will remain in the area for an additional day of deliberations after the visit.



A typical site visit includes:

- Meetings with the institution's leadership, board members, and other key individuals and groups, such as those involved in preparing the materials for the comprehensive evaluation.
- Deeper dive into one or more areas of focus determined by the team as needing additional attention.
- Open forum discussions on the Criteria for Accreditation with institutional stakeholders, including faculty, staff and students.
- Other evaluation as required or requested, such as multi-campus reviews. (These additional reviews may be conducted separately from or as part of the visit.)



Examples from our 2015 site visit

The assessment of student learning was a very high priority; the team wanted a deep dive into that topic

Can request additional materials/information during visit; the team asked for a random sample of syllabi to check that class contact hours were appropriate to the course credit offered

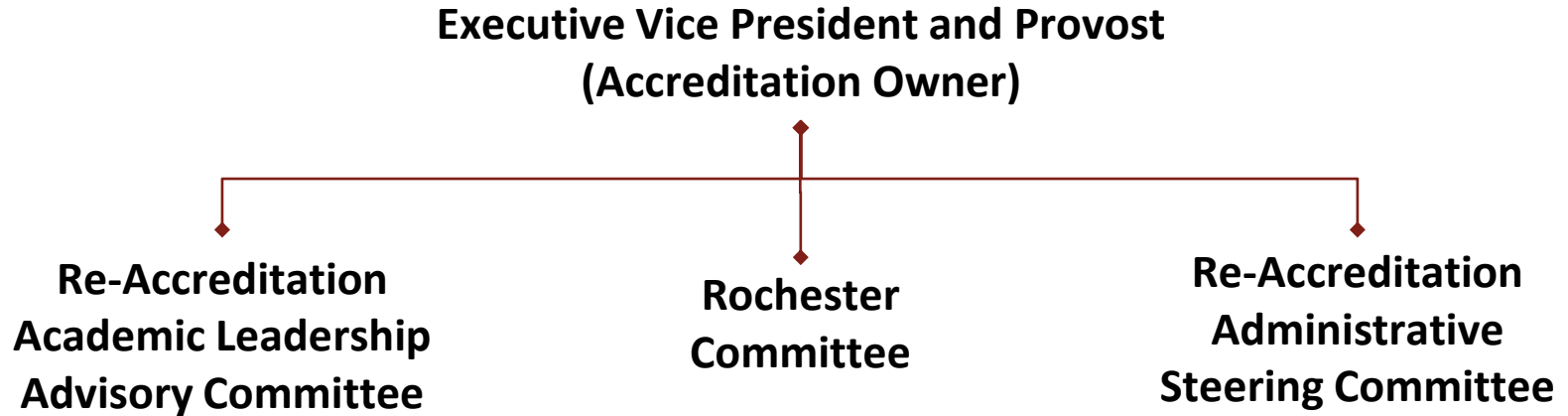


Multi-Campus Visit (Rochester)

- Rochester is a “branch” campus of the Twin Cities, thus a multi-campus visit is included as part of the comprehensive evaluation.
- We submit a separate report for the Rochester campus
- A member of the peer review team will visit Rochester on Sept 29 or 30th and conduct an assessment of this location to ensure that quality assurance processes and metrics are in line with University and HLC Criteria and standards.



Structure and Preparation



Your Role

- Today's presentation and discussion
- Spring 2025: Assurance Argument Draft and Open Comment Period (All campus)
- Summer 2025: Future Memo/Update on preparation
- September 29-30, 2025: Site Visit



Questions/Discussion

<https://provost.umn.edu/2025-2026-comprehensive-evaluation-0>

Contact:

Erin Slattengren, Assistant to the Provost
slat0084@umn.edu





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2024

AGENDA ITEM: Term Faculty and Instructional Staff: Twin Cities Campus

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost
Beth Lewis, Vice Provost for Faculty and Academic Affairs

PURPOSE & KEY POINTS

The purpose of this item is to spotlight the varied contributions of term (contract) faculty and instructional staff to the University's mission. The discussion will acknowledge the nuances of employment across the system, including the unionized faculty at Duluth and Crookston, but will primarily focus on the makeup and contributions of faculty and instructional staff on the Twin Cities campus. The discussion will provide comparisons with peers in the Big Ten and highlight the following key points:

- The differences between the ranks of faculty and instructional staff
- The contributions of term faculty and academic professionals
- Examples of different term faculty members across campus
- Peer comparisons of the use of term faculty and instructional staff appointments
- The evolving landscape of these positions

BACKGROUND INFORMATION

Faculty ranks and types of appointments are defined by [Board of Regents Policy: Faculty Tenure](#). The Board policy includes guidance on when the use of term appointments are appropriate. Further information and definitions can be found under the University's [Administrative Policy: Academic Appointments with Teaching Functions](#).

Term Faculty and Instructional Staff

Overview of faculty and instructional appointments

While University policy refers to “regular” faculty as those who are part of the tenure system, term/contract faculty and instructional academic professionals advance the research, teaching, and outreach of the University as well. These classifications can be differentiated in the following ways:

- Tenure-system faculty advance the tripartite mission of the institution. According to the Board of Regents policy: *Faculty Tenure*, tenure-system faculty may have varying levels of time allocated to research, teaching, and service, but they must make significant contributions in each of those domains.
- Term, or contract, faculty are engaged in at least one, but typically two, of these functions, often fueling the research in a given area with no or minimal teaching or service responsibilities, or fulfilling a critical teaching function with a more limited research portfolio or additional service responsibilities. The majority of term/contract faculty are clinician-researchers in the health sciences, where they perform direct clinical service in addition to contributing to instruction and research.
- Academic Professionals such as lecturers and teaching specialists advance the teaching mission of the institution, though this broad P&A classification also includes researchers, librarians, and extension educators.

Term faculty and academic professionals contribute to the University’s core work in many ways (see examples below). As is clear from these examples, units hire term faculty and academic professionals to fulfill critical functions that enrich students’ experiences as well as the research enterprise. Units often opt to hire people into these classifications when they want to focus on a specific project or aspect of faculty work (for example, related to clinical duties, preparing teachers, or providing extension services and outreach throughout Minnesota). On occasion, units will hire people into these roles when they are initiating something new and want to see the demand and growth of an initiative prior to hiring a tenure-system faculty member. And, often, people in these categories bring a depth of professional experience that complements and extends that of tenure-system faculty.

Composition of Faculty/Instructional Staff FTEs, UMN Twin Cities			
Data as of Fall 2023 (most recent data)			
	UMN Twin Cities	Medical School	UMN Twin Cities without Medical School
Tenure System Faculty (FTE)	2,314 (63%)	423 (33%)	1,891 (80%)
Term Faculty and Instructional Staff (FTE)	1,350 (37%)	873 (67%)	477 (20%)

Peer Comparisons of the Use of Term Faculty and Instructional Staff Appointments

The University of Minnesota is not unique in its reliance on faculty who are not in the tenure system to strengthen and support the teaching, research, and outreach missions. As the chart below illustrates, our Big 10 peers all rely on term faculty and instructional staff to contribute to their universities' mission.

Institution	Faculty FTEs				
	Total	T/TT (#)	T/TT (%)	Non-T/TT (#)	Non-T/TT (%)
Rutgers University-New Brunswick	5,241	1,847	35%	3,393	65%
University of Maryland-College Park	4,077	1,450	36%	2,626	64%
University of Michigan-Ann Arbor	7,190	2,819	39%	4,371	61%
Ohio State University-Main Campus	5,732	2,629	46%	3,103	54%
Northwestern University	2,905	1,376	47%	1,529	53%
University of Iowa	2,747	1,391	51%	1,356	49%
University of Wisconsin-Madison	4,219	2,136	51%	2,082	49%
Indiana University-Bloomington	2,516	1,532	61%	985	39%
Michigan State University	3,104	1,905	61%	1,199	39%
University of Nebraska-Lincoln	1,802	1,106	61%	696	39%
University of Minnesota-Twin Cities	3,651	2,266	62%	1,386	38%
University of Illinois Urbana-Champaign	2,897	1,913	66%	984	34%
Purdue University-Main Campus*	2,341	1,908	82%	433	18%
Grand Total	48,422	24,279	50%	24,144	50%

2021 IPEDS data; most recent submission

Current Governance Initiatives

The University and Faculty Senate as well as Senate committees have also recently brought additional attention to term faculty and instructional staff appointments. As a result of these efforts, the Senate Committee on Academic Freedom and Tenure has formed a task force charged with making recommendations to safeguard academic freedom for term faculty and instructional staff who are not eligible for indefinite, tenured employment. The Faculty Senate last year also passed a resolution requesting that the administration take steps to comply with Board of Regents Policy: *Faculty Tenure*, which strictly limits colleges' use of term faculty and requires that long-term use of such appointments must be justified and reported to the Senate Committee on Academic Freedom and Tenure for review on an annual basis.

In addition to these shared governance responsibilities, the Senate Committee on Academic Freedom and Tenure reviews academic personnel plans that are submitted to the committee every five years. The academic personnel plans provide an overview of colleges' use of various instructional academic appointments with an explanation of the circumstances under which a college may choose to hire faculty and instructional staff to carry out its educational mission. As part of the review process, colleges are required to provide a justification for each department in which the percentage of term faculty and instructional staff exceeds 25 percent of the department's instructional workforce. As a result of the efforts led by the Faculty Consultative Committee in recent years, the Term Faculty and Academic Professionals Subcommittee was established as a standing subcommittee of the Senate Committee on Faculty Affairs. This committee is also concerned with matters related to term faculty and academic professionals, including the review of policies, practices, and procedures that affect them.

Given the important work done by term faculty and academic professionals, the University is taking steps to support this group in multiple ways. The University is seeking to ensure appropriate promotional pathways and professional development opportunities for these colleagues and are also seeking to ensure appropriate levels of involvement in University-level and unit-level governance. The Office of the Vice Provost for Faculty and Academic Affairs, in collaboration with the Office of Human Resources and these shared governance committees, are working on a range of issues related to term faculty and academic professionals, including reviewing processes for multi-year contracts, enhancing existing professional development offerings, and aligning policies applicable to term faculty and academic professionals. The aim is to understand and manage the use of term faculty and academic professionals and strike the right balance among the different classifications of people who advance different aspects of the research, teaching, and service missions.

Participation of Term Faculty and Academic Professionals in Governance

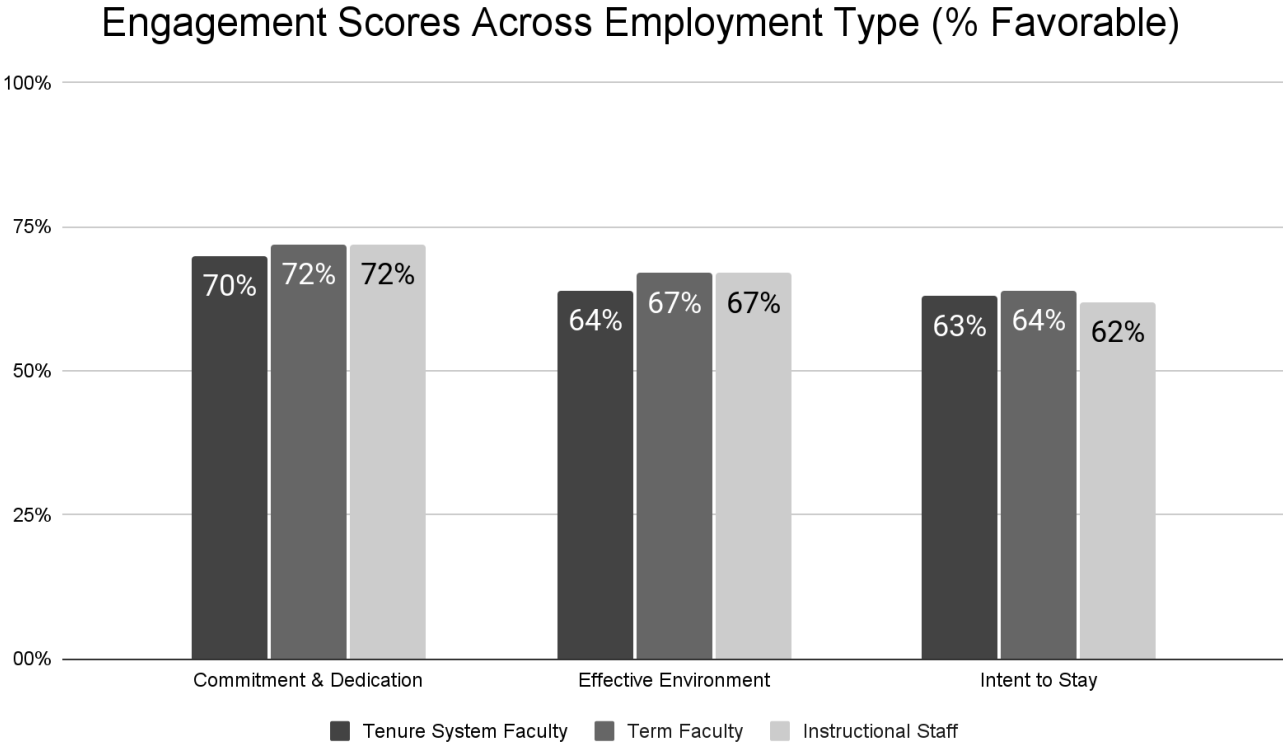
Term faculty participate regularly in department-level governance, with the exception that they do not participate in decisions related to promotion and tenure. The inclusion of academic professionals in governance varies more substantially depending on collegiate or campus context. For example, in the School of Public Health, academic professionals participate fully in graduate/professional program-level meetings and governance and can take on leadership roles within graduate/professional programs. They are included in division faculty meetings and hold positions on administrative committees (e.g., research and curriculum), but not governance committees. In the College of Science and Engineering, academic professionals are not typically involved in departmental governance, but the CSE Consultative Committee includes representation from both faculty and academic professionals. Some units guarantee involvement of academic professionals by requiring that a certain number of positions in decision-making bodies are held by people in those roles.

As a result of the work emanating from the Workforce Reinvestment Resolution adopted by the University Senate, the University plans to issue further guidelines about the role of term faculty and instructional staff in unit decision making across departments.

Term faculty and academic professionals are also involved in University-wide governance. Approximately 10 percent of those serving in faculty/staff senate positions are from these two classifications.

Workplace Satisfaction Survey Results Across Faculty and Instructional Staff

The University’s latest Engagement Survey, which most recently was administered to all employees in the University in fall 2023, shows that there is relatively little variation in overall satisfaction among tenure-system faculty, term faculty, and instructional faculty as measured on key survey items. The table below shows survey results related to questions on commitment and dedication to the workplace, effective work environment, and intent to stay.



2023 results

Examples of Faculty in Term Faculty and Instructional Staff Positions

The following examples highlight the myriad ways in which term faculty and academic professionals support the University's mission.

Teresa Fong, Department of Developmental and Surgical Sciences

Division of Pediatric Dentistry

University of Minnesota Twin Cities

Teresa Fong is a Clinical Associate Professor and is responsible for the pediatric dental education of predoctoral dental students. She has had an immediate impact on the education of tomorrow's dentists and their ability to manage and treat pediatric patients. Her extensive clinical experience is combined with her caring and supportive character to engage dental students in a meaningful and effective manner.

Melissa Palmer, Animal Science

College of Food, Agricultural and Natural Resource Sciences (CFANS)

University of Minnesota Twin Cities

Melissa Palmer has been a Teaching Associate Professor (contract faculty) for 10 years and was previously a lecturer in CBS. Melissa teaches four courses in the Animal Science major, participates in the undergraduate curriculum committee and is the person with the most teaching assistants in the department. Melissa fulfills a role that cannot easily be assumed by full-time tenure system faculty. She teaches hundreds of student credit hours per semester and she is probably our most recognized teacher. Melissa is the first one in adopting innovative teaching practices and her commitment to student success is her main driver. She goes above and beyond for students, and she is always a great mentor to others, including tenure-track faculty. If you need help with your teaching, want to learn a new teaching approach or want to get some feedback about your class or working with students, Melissa is who everybody reaches out to.

Anna Mosser, Department of Biology Teaching and Learning

College of Biological Sciences (CBS)

University of Minnesota Twin Cities

Professor Anna Mosser is a Teaching Associate Professor who joined the Department of Biology Teaching and Learning in 2012 as a Teaching Assistant Professor. She was promoted to Teaching Associate Professor in 2019. She teaches a wide range of courses, including both levels of the Foundations of Biology course series for CBS majors and the Environmental Biology: Science and Solutions course for non-CBS students. Each Fall she directs the Nature of Science and Research course taken by all students that transfer into the College of Biological Sciences from outside the UMN system. Professor Mosser is currently representing CBS on the Faculty Senate, having served since 2018.

**Roger Conlon, Accounting Department
Carlson School of Management
University of Minnesota Twin Cities**

Roger is a Senior Lecturer and has been in the Carlson School of Business in the Accounting department since 2012. Roger had a long and distinguished career as a tax partner in Deloitte and then served in Washington D.C. as Special Advisor in the Office of Chief Counsel. He is an expert in international taxation and has authored several international tax regulations during his tenure in Washington. Not surprisingly his international taxation course is highly valued by the working tax professionals in our MBT program. Roger also teaches corporate tax, mergers and acquisitions, and tax policy in the MBT program and business taxation in the undergraduate program. Roger is an outstanding teacher and has won the Carlson School teaching award. He loves to teach and is particularly passionate about teaching tax. He describes his teaching at Carlson as “the best second career anyone can have.”

**Eric Daigre, English
University of Minnesota Twin Cities**

Eric Daigre is a Senior Lecturer and has been an indispensable member of the English Department for more than a decade, specializing in community engaged learning and the pedagogy of teaching English literature. As the instructor responsible for the English department's practicum in teaching, his experience and expertise is so excellent that he is entrusted to teach others how to teach. He has also been the recipient of numerous teaching awards, including the 2019 Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education and 2023 Excellence in Undergraduate Teaching Award from CLA.

**Steven Andreasen
Hubert H. Humphrey School of Public Affairs**

Steven Andreasen has been a lecturer in the Hubert H. Humphrey School of Public Affairs since the early 2000s. He teaches National Security Policy and Crisis Management in Foreign Affairs. He is a national security consultant to the Nuclear Threat Initiative and its Nuclear Security Project in Washington, DC and previously served as a staff director for the National Security Council. He was the principal advisor on strategic policy, nuclear arms control, and missile defense to the National Security Advisor and the President. Students benefit from the valuable information and insight he brings to the classroom as a result of his unique work experience.

**Nishani McCluskey
Department of Educational Psychology
College of Education & Human Development**

Nishani McCluskey is a teaching specialist in the Department of Educational Psychology. She teaches American Sign Language I and II. Nishani is certified by the American Sign Language Teachers Association. She has collaborated with Sri Lankan Deaf leaders to develop Sri Lankan

Sign Language books for Deaf children and parents to learn Sri Lankan Sign language. Given her background in graphic design, she has designed and published five sign language books.

Viet Do

College of Design

University of Minnesota Twin Cities

Viet Do is an adjunct faculty in the College of Design. He teaches principles of design, graphic studio, and typography. His background as a freelance designer provides students with the opportunity to learn about design solutions for big national brands. Outside of his UMN adjunct appointment, he is a freelance designer combining his agency and in-house experience to provide design solutions for his clients.

Term Faculty and Instructional Staff - Twin Cities Campus

Board of Regents | Mission Fulfillment Committee | February 8, 2024

Rachel Croson

Executive Vice President and Provost

Beth Lewis

Vice Provost for Faculty and Academic Affairs



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Classifications

- Tenure-System Faculty
- Term/Contract Faculty
- Academic Professionals
 - Lecturers/Teaching Specialists
 - Researchers
 - Librarians
 - Extension Educators

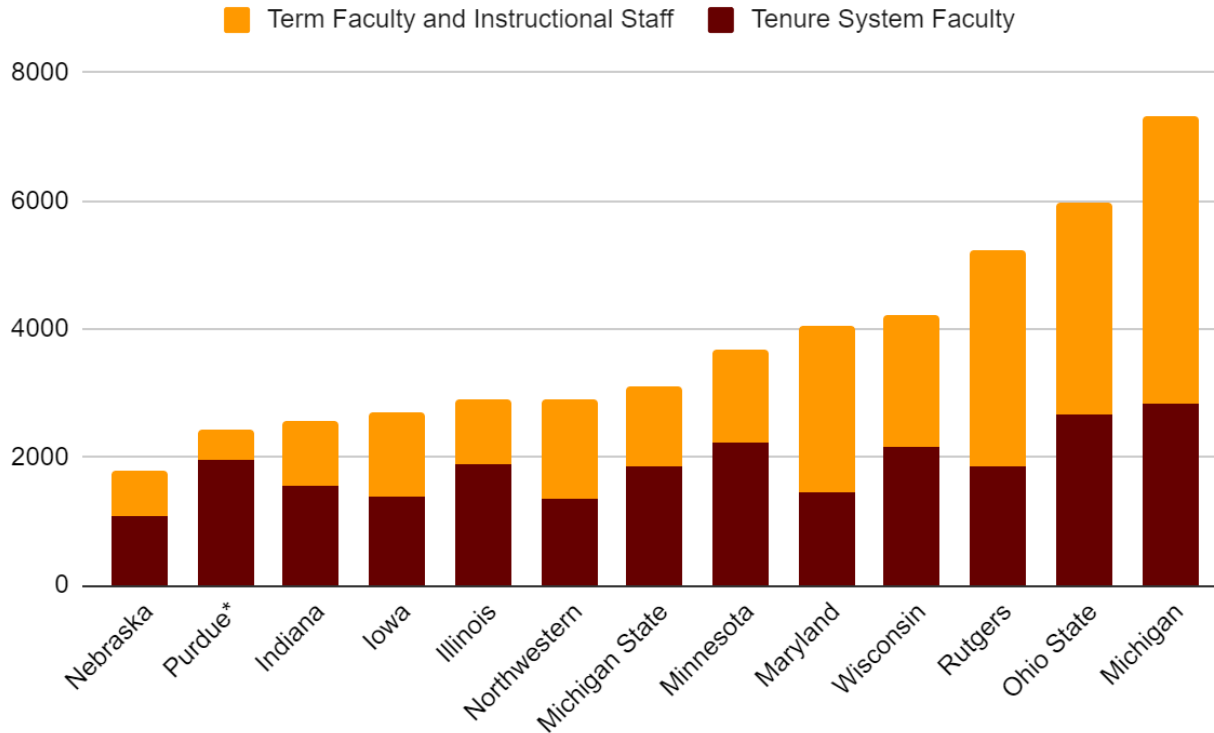


Composition of Faculty and Instructional Staff Twin Cities Campus

	Twin Cities	Medical School	Twin Cities without Medical School
Tenure-System Faculty (FTE)	2,314 (63%)	423 (33%)	1,891 (80%)
Term Faculty and Instructional Staff (FTE)	1,350 (37%)	873 (67%)	477 (20%)



Big Ten Universities Rely on a Portfolio of Faculty Types



FTE, Main campuses only, 2021 IPEDS Data. *No medical school



Big Ten Universities Rely on a Portfolio of Tenured and Term Faculty and Instructional Staff

Institution	Total	Tenure System (%)	Non-Tenure System (%)
Rutgers University-New Brunswick	5,241	35%	65%
University of Maryland-College Park	4,077	36%	64%
University of Michigan-Ann Arbor	7,190	39%	61%
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University of Illinois Urbana-Champaign	2,897	66%	34%
Purdue University-Main Campus*	2,341	82%	18%
Grand Total	48,422	50%	50%

FTE, Main campuses only, 2021 IPEDS Data (most recent submission). * No medical school; medical school data not included



Faculty Portfolio

- Term faculty bring industry and professional experience (e.g. practicing lawyers, architects, or artists)
- Can allow for flexibility in hiring time-limited, grant funded positions, or positions where teaching flexibility is needed
- Can allow for instructors whose main focus is on high quality teaching and instruction, or clinical activities



Nishani McCluskey

Teaching Specialist

Department of Educational Psychology

College of Education & Human Development



Roger Conlon

Senior Lecturer
Accounting Department

Carlson School of Management



Teresa Fong

Clinical Associate Professor
Department of Developmental Surgical Sciences
Division of Pediatric Dentistry

Medical School



Steven Andreasen

Lecturer

Hubert H. Humphrey School of Public
Affairs



Viet Do

Adjunct Faculty

College of Design

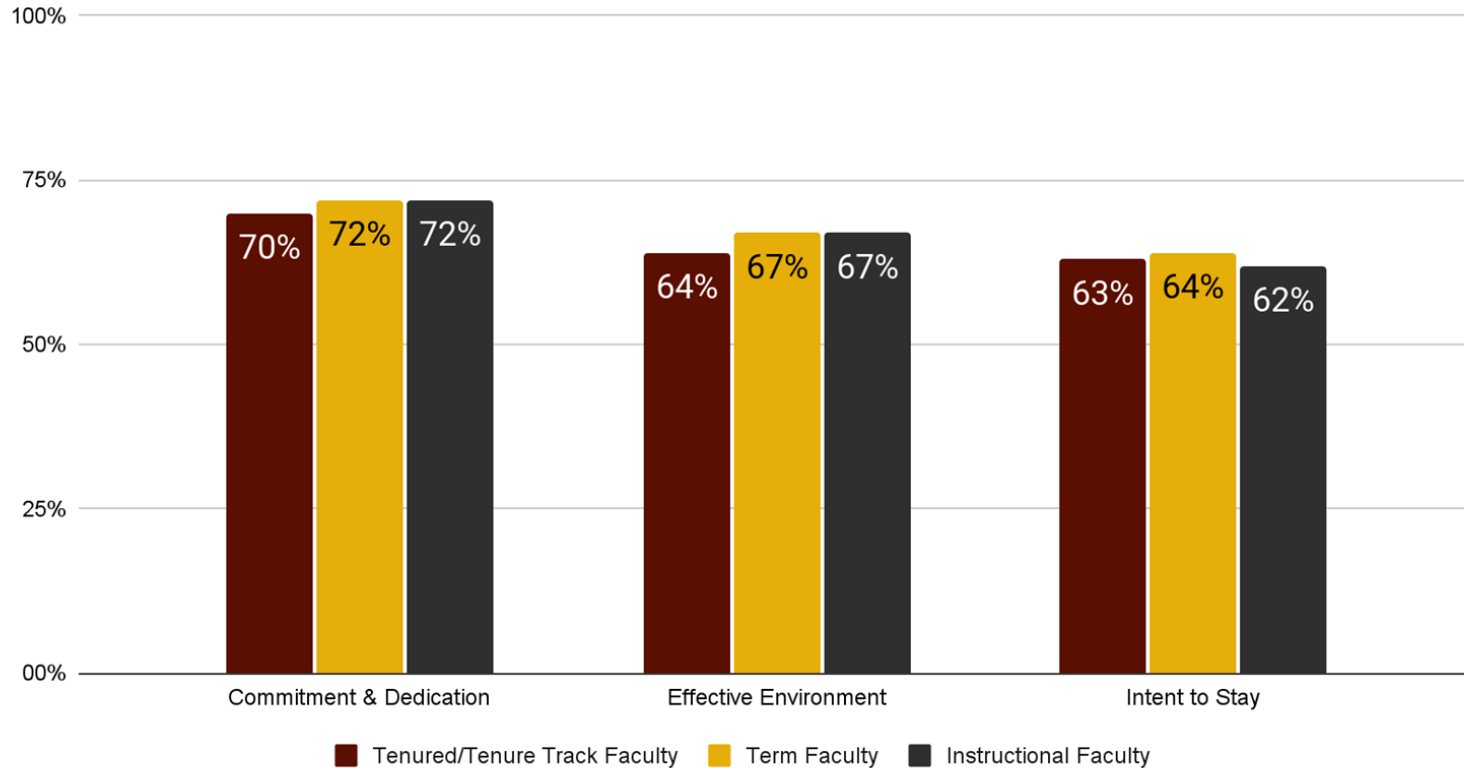


Faculty Governance Activities

- Term Faculty and Academic Professionals Senate Subcommittee (2021)
- Task Force on Academic Freedom and Term Appointment (2023)
- University Senate Workforce Reinvestment Resolution (2023)
- *Driven to Recover: A Faculty Consultative Committee Report on the Competitiveness of Faculty Compensation* (2023)



Similar Engagement Scores Across Employment Type (% Favorable)



Continuous Improvement

- Collaboration: University administration and governance
 - Compliance and reporting
 - Implementation of recommendations from governance groups and college stakeholders
- Efforts in colleges and departments
 - Development of promotional pathways
 - Collegiate academic personnel plans
 - Greater inclusion of term faculty and staff in decision making



Challenges and Opportunities

- Promoting Job Satisfaction and Engagement
 - Improving job security and promotional pathways
 - Ensuring academic freedom and responsibility
 - Promoting community and belonging (MPact 2025 Commitment)
 - Service and teaching awards
 - Working with governance to address job satisfaction and engagement
- Increased Involvement in Governance
 - University-wide
 - Unit-level



Questions

- What principles for the portfolio of types of faculty should we follow to ensure excellence in our faculty workforce?
- How can we continue to support our term faculty, instructional staff, and adjunct faculty?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2024

AGENDA ITEM: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to seek approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; conferral of tenure for new hires, as outlined below; and approving accessioning and deaccessioning policies for a University museum.

I. Request for Approval of New Academic Programs

- Carlson School of Management (Twin Cities campus)—requests approval to create a new Bachelor of Science in Business Analytics, effective fall 2024.
- College of Design (Twin Cities campus)—requests approval to create a new Bachelor of Science in User Experience Design, effective fall 2025.
- College of Liberal Arts (Twin Cities campus)—requests approval to create a new Bachelor of Arts degree in Economics–Business Economics Emphasis, effective fall 2024.
- College of Liberal Arts (Twin Cities campus)—requests approval to create a new undergraduate minor in Medical Spanish, effective fall 2024.
- College of Liberal Arts (Twin Cities campus)—requests approval to create a new undergraduate certificate in Cross-Cultural Health in Spain, effective fall 2024.
- Humphrey School of Public Affairs and Carlson School of Management (Twin Cities campus)—request approval to create a new Sustainable Environmental, Social and Governance Leadership Post-Baccalaureate Certificate, effective fall 2024.
- Medical School (Twin Cities campus)—requests approval to create a Global Breast Cancer Fellowship, effective fall 2024.
- School of Public Health (Twin Cities campus)—requests approval to create a new Public Health Data Science graduate minor, effective fall 2024.

II. Request for Approval of Changed Academic Plans

- Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Corporate Financial Management Post-Baccalaureate Certificate, effective fall 2024.
- Carlson School of Management (Twin Cities campus)—requests approval to add a hybrid delivery modality option in the Leadership for Managers Post-Baccalaureate Certificate, effective fall 2024.
- Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Medical Industry Post-Baccalaureate Certificate, effective fall 2024.
- Carlson School of Management (Twin Cities campus)—requests approval to add both hybrid and completely online delivery modality options in the Strategic Management Post-Baccalaureate Certificate, effective fall 2024.
- Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Strategic Marketing Post-Baccalaureate Certificate, effective fall 2024.
- Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Supply Chain Management for the Medical and Health Sector Post-Baccalaureate Certificate, effective fall 2024.
- College of Design (Twin Cities campus)—requests approval to change the name of the Research Practices subplan to Applied Research in Practice in the Master of Science in Architecture, effective fall 2024.
- College of Design (Twin Cities campus)—requests approval to change the name of the Bachelor of Science degree in Retail Merchandising to Retail and Consumer Studies, effective fall 2024.
- College of Design (Twin Cities campus)—requests approval to change the name of the Retail Merchandising undergraduate minor to Retail and Consumer Studies, effective fall 2024.
- College of Education and Human Development (Twin Cities campus)—requests approval to change the name of three subplans in the Master of Education and Initial Teaching License degree, effective fall 2024.
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to add a new subplan in the Master of Science in Applied Economics degree, effective fall 2024.
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to change the academic-degree-granting college for the PhD, the MS, and the graduate minor in Water Resources Science from the Graduate School to the College of Food, Agricultural and Natural Resource Sciences, effective fall 2024.
- College of Liberal Arts (Twin Cities campus)—requests approval to change the academic-degree-granting college for the Master and graduate minor programs in

Heritage Studies and Public History from the College of Design to the College of Liberal Arts, effective fall 2024.

- College of Liberal Arts (Twin Cities campus)—requests approval to change the name of the Moving Image Studies graduate minor to Moving Image, Media & Sound, effective fall 2024.
- College of Liberal Arts (Twin Cities campus)—requests approval to change the name of the Master and graduate minor programs in Scientific and Technical Communication to Technical Communication, effective fall 2024.
- College of Liberal Arts (Twin Cities campus)—requests approval to add two new subplans in the Bachelor of Arts in Statistical Practice, effective fall 2024.
- College of Liberal Arts (Twin Cities campus)—requests approval to update the names of three subplans in the Bachelor of Arts in Theatre Arts, effective fall 2024.
- College of Science and Engineering (Twin Cities campus)—requests approval to add two new integrated degree program (IDP) subplans in the Bachelor of Materials Science and Master of Science in Data Science for Chemical Engineering degree programs effective fall 2024.
- College of Science and Engineering (Twin Cities campus)—requests approval to change the academic-degree-granting college for the History of Science, Technology, and Medicine PhD, Master and graduate minor programs from the Graduate School to the College of Science and Engineering, effective fall 2024.
- Medical School (Twin Cities campus)—requests approval to change the Child Neurology Fellowship to a Residency, effective summer 2024.
- Medical School (Twin Cities campus)—requests approval to change the academic-degree-granting college for the Health Informatics PhD, MHI, MS, and graduate minor programs from the Graduate School to the Medical School, effective fall 2024.

III. Request for Approval of Discontinued Academic Plans

- Carlson School of Management (Twin Cities campus)—requests approval to discontinue the Asset Management Post-Baccalaureate Certificate, effective fall 2024.
- College of Design (Twin Cities campus)—requests approval to discontinue the Master of Arts in Design, effective fall 2024.
- School of Public Health (Twin Cities campus)—requests approval to discontinue the Advanced Management Training for Clinician Leaders Post-Baccalaureate Certificate, effective fall 2024.
- School of Public Health (Twin Cities campus)—requests approval to discontinue the Aging Studies Post-Baccalaureate Certificate, effective fall 2024.
- School of Public Health (Twin Cities campus)—requests approval to discontinue the Industrial Hygiene subplan in the Environmental Health PhD, Master of Science, and Master of Public Health degrees, effective fall 2024.

- School of Public Health (Twin Cities campus)—requests approval to discontinue the Public Health Performance Improvement Post-Baccalaureate Certificate, effective fall 2024.
- Swenson College of Science and Engineering (Duluth campus)—requests approval to discontinue the Bachelor of Science in Environmental Science, effective fall 2024.
- Swenson College of Science and Engineering (Duluth campus)—requests approval to discontinue the Bachelor of Science in Geological Sciences, effective fall 2024.
- Swenson College of Science and Engineering (Duluth campus)—requests approval to discontinue the Bachelor of Arts in Geological Sciences, effective fall 2024.

IV. Request for Conferral of Tenure for New Hires

- Shawn Boyne, professor with tenure, Department of Humanities, Social Sciences, and Education, Crookston campus
- Jordan Cofer, professor with tenure, Morris campus
- Alex Grenning, associate professor with tenure, Department of Chemistry, Twin Cities campus
- John Hulleman, associate professor with tenure, Department of Ophthalmology and Visual Neurosciences, Medical School, Twin Cities campus
- Nicholas Swanson-Hysell, associate professor with tenure, Department of Earth and Environmental Sciences, College of Science and Engineering, Twin Cities campus
- Alexandra Wright, associate professor with tenure, Department of Ecology, Evolution, and Behavior, College of Biological Sciences, Twin Cities campus

V. Request for Approval of Amended Bell Museum Collections Management Policy

- Amendments to the accessioning and deaccessioning policies.

BACKGROUND INFORMATION

Approvals are sought in compliance with Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

- Academic program changes: Article I, Section V, Subd. 2.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

Board of Regents Policy: [Accessioning and Deaccessioning Museum Collections](#) requires each museum or gallery to develop and maintain policies for accessioning and deaccessioning their permanent collections. Amendments to those policies require Board approval. Accessioning and deaccessioning policies are often part of larger museum policies, but only the sections related to accessioning and deaccession are reserved for the Board approval. The sections included in the docket are excerpts of the museum's policy; the complete policy is available upon request.

INTERIM PRESIDENT'S RECOMMENDATION

The Interim President recommends approval of the Consent Report.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 8, 2024
Consent Report: Academic Program Changes

I. Request for Approval of New Academic Programs

Carlson School of Management (Twin Cities campus)—requests approval to create a new Bachelor of Science in Business Analytics, effective fall 2024. This new business analytics major introduces students to the realm of data-driven problem-solving using analytics methods and models, and equips students with the foundational data analytics skills necessary for a successful career in business analytics while providing students with opportunities to augment their analytics expertise through specialized elective courses. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

College of Design (Twin Cities campus)—requests approval to create a new Bachelor of Science in User Experience Design, effective fall 2025. The Bachelor of Science program in User Experience (UX) Design is a four-year interdisciplinary degree with foundations in qualitative and quantitative research, computer science, and user interface design. Students will design and develop digital experiences with these foundations, including websites, mobile applications, kiosks, internet-connected devices, artificial intelligence-driven experiences, and augmented reality and virtual-reality environments. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

College of Liberal Arts (Twin Cities campus)—requests approval to create a new Bachelor of Arts degree in Economics–Business Economics Emphasis, effective fall 2024. The Bachelor of Arts in Economics–Business Economics Emphasis program gives students the economic and analytical tools, including data science tools, necessary to examine and solve contemporary economic problems. It is an economics degree for students interested in a business orientation in their study of economics. CLA consulted closely with the Carlson School of Management which is supportive and has committed to providing seats in CSOM courses to ensure that students in this new major will progress through their degree and graduate in a timely manner. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

College of Liberal Arts (Twin Cities campus)—requests approval to create a new undergraduate minor in Medical Spanish, effective fall 2024. Students completing a minor in Medical Spanish develop Spanish proficiency together with an understanding of Hispanic cultures through the study of narratives related to healthcare issues. This minor reconsiders the concept and practice of cultural humility in patient care and works to rebuild trust in physicians and in the healthcare system among marginalized and vulnerable groups, particularly Latin American

immigrants. The minor requires two advanced language courses, including one on Advanced Medical Spanish, as well as a Critical Analysis course that introduces students to the linguistic and methodological tools needed for more advanced courses in the minor. It includes two additional courses that focus on Hispanic perspectives on the medical humanities and a community engagement course. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

College of Liberal Arts (Twin Cities campus)—requests approval to create a new undergraduate certificate in Cross-Cultural Health in Spain, effective fall 2024. In 2022, nearly one-third of entering CLA first-year students indicated an interest in future health careers. Spanish is the most commonly studied language on the Twin Cities campus. This certificate combines student language interest with stated career goals, and is the first of its kind, both nationally and internationally. This certificate is intended to be of interest to a broad range of students with an interest in a career in healthcare. Students will take a minimum of six semester credits in residence at the University of Minnesota, and a minimum of six semester credits in residence at La Fundación José Ortega y Gasset-Gregorio Marañón (FOM) in Toledo, Spain. Drawing upon the well-established, 40-year relationship between UMN and FOM, students will engage in rigorous academic coursework and internships at several sites throughout Toledo. The program will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

Humphrey School of Public Affairs and Carlson School of Management (Twin Cities campus)—request approval to create a new Sustainable Environmental, Social and Governance Leadership Post-Baccalaureate Certificate, effective fall 2024. This multidisciplinary certificate, sponsored by the Carlson School of Management, the Humphrey School of Public Affairs, and the Institute on the Environment (IonE), consists of 12 credits covering areas of sustainability leadership, resource efficiency, risk management, and measurement and reporting of sustainability, and is offered to non-degree-seeking students and to graduate students in degree programs at the University of Minnesota. The certificate draws from the United Nations Sustainable Development Goals (SDGs), from the scholarship of the participating instructors, and from the research literature on sustainability competencies for the knowledge and competencies taught in the program. The academic degree-granting home for this certificate will be the Humphrey School of Public Affairs. It will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

Medical School (Twin Cities campus)—requests approval to create a Global Breast Cancer Fellowship, effective fall 2024. The Medical School's Division of Surgery requests approval to establish a 12-month fellowship training program in Global Breast Cancer. The curriculum meets the critical need to develop breast cancer experts from low- and middle-income countries (LMIC) who are interested in improving breast cancer outcomes in their communities. The incidence of breast cancer is increasing dramatically in LMICs due to changing risk factors, and is typically fatal. Over the course of 12 months, the fellows will be trained in breast cancer surgery, medical oncology, radiation oncology, pathology, genetics, and breast imaging at the University of Minnesota. Additional training opportunities will also be available and, upon successful completion

of the program, these highly trained fellows will return home to lead breast cancer efforts in their home countries. This program will have direct sources of financial support from the Twin Cities Breast Cancer Forum, the Regis Chair for Breast Cancer Research, Hologic Inc., and the Global Surgery and Disparities Program. Additionally, the Medical School will seek funding from the Masonic Cancer Center, the Foundation for Cancer Care in Tanzania, and other philanthropic organizations. Should funding not be available from the pathway above, the Department of Surgery will be responsible for the continuation of funding.

School of Public Health (Twin Cities campus)—requests approval to create a new Public Health Data Science graduate minor, effective fall 2024. The minor in Public Health Data Science is available for both master’s and doctoral degree programs, and is designed for students who are interested in acquiring core data science skills that are relevant to analyzing health data. Required courses offer training in statistical analysis, programming, and machine learning. The minor will be offered in a majority face-to-face/classroom modality and makes use of existing courses and resources.

II. Request for Approval of Changed Academic Plans

Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Corporate Financial Management Post-Baccalaureate Certificate, effective fall 2024. The program would change from in-person/classroom delivery modality to hybrid and completely online delivery modality options.

Carlson School of Management (Twin Cities campus)—requests approval to add a hybrid delivery modality option in the Leadership for Managers Post-Baccalaureate Certificate, effective fall 2024. The post-baccalaureate certificate will be offered in both hybrid and in-person/classroom delivery modality options.

Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Medical Industry Post-Baccalaureate Certificate, effective fall 2024. The program would change from in-person/classroom and completely online options to hybrid delivery modality.

Carlson School of Management (Twin Cities campus)—requests approval to add both hybrid and completely online delivery modality options in the Strategic Management Post-Baccalaureate Certificate, effective fall 2024. The post-baccalaureate certificate will be offered in in-person/classroom, hybrid, and completely online delivery modality options.

Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Strategic Marketing Post-Baccalaureate Certificate, effective fall 2024. The program would change from in-person/classroom and completely online to hybrid and completely online delivery modality options.

Carlson School of Management (Twin Cities campus)—requests approval to change the program delivery modality options in the Supply Chain Management for the Medical and Health Sector Post-Baccalaureate Certificate, effective fall 2024. The program would change from in-person/classroom and completely online to in-person/classroom and hybrid delivery modality options.

College of Design (Twin Cities campus)—requests approval to change the name of the Research Practices subplan to Applied Research in Practice in the Master of Science in Architecture, effective fall 2024. The new subplan name better reflects the curriculum and aligns with current disciplinary terminology, while the previous title caused confusion about its purpose.

College of Design (Twin Cities campus)—requests approval to change the name of the Bachelor of Science degree in Retail Merchandising to Retail and Consumer Studies, effective fall 2024. The name change better reflects the intersection between the retail industry and design. Students will learn about a wide range of retail strategies and management capabilities such as industry research, consumer behavior, promotion and marketing, sourcing and buying, leadership skills, retail technology, digital retail analytics and social media, consumer insights, and omnichannel environments and shopper behaviors.

College of Design (Twin Cities campus)—requests approval to change the name of the Retail Merchandising undergraduate minor to Retail and Consumer Studies, effective fall 2024. The name change better reflects the intersection between the retail industry and design. Students are introduced to basic retail management and marketing principles such as an overview of the industry of omnichannel retail, principles of consumer and market behaviors, and a chance to learn about some of the major trends in consumption patterns.

College of Education and Human Development (Twin Cities campus)—requests approval to change the name of three subplans in the Master of Education and Initial Teaching License degree, effective fall 2024. The 1) Alternative Pathway: ESL (English as a Second Language) subplan will change to Alternative Pathway: MLE (Multilingual Education); 2) Second Language Education subplan will change to Multilingual Education; and the 3) SLE WRKPRO (Second Language Working Professionals) subplan will change to ME (Multilingual Education Working Professionals). These name changes better reflect the curricular content of each subplan, and better align with current field standards and terminology.

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to add a new subplan in the Master of Science in Applied Economics degree, effective fall 2024. This new integrated ECON-BA/APEC-MS program between the Morris campus and CFANS offers students the opportunity to earn a bachelor's degree and a master's degree in five years. This IDP emphasizes education in applied economics and provides preparation for students wishing to pursue a career in applied economics. Programs range from a Plan A option which balances coursework and research development to a Plan B option that focuses more on coursework.

College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—requests approval to change the academic-degree-granting college for the PhD, the MS, and the graduate minor in Water Resources Science from the Graduate School to the College of Food, Agricultural and Natural Resource Sciences, effective fall 2024. The Graduate School no longer serves as a degree-granting college and the College of Food, Agricultural and Natural Resource Sciences will now serve in this capacity for all three of these programs, which are collaborative degree programs with the Duluth Campus.

College of Liberal Arts (Twin Cities campus)—requests approval to change the academic-degree-granting college for the Master and graduate minor programs in Heritage Studies and Public History from the College of Design to the College of Liberal Arts, effective fall 2024. Heritage Studies and Public History students are more closely aligned with CLA faculty and course offerings, and the MHSPH degree program funding model is more similar to the PhD students in CLA than the professional programs in CDes. Both colleges will continue to contribute to student support through Research and/or Teaching Assistant positions, donor funds, and grants. CLA will be solely responsible for human resources, scholarship, and curricular coordination.

College of Liberal Arts (Twin Cities campus)—requests approval to change the name of the Moving Image Studies graduate minor to Moving Image, Media & Sound, effective fall 2024. The graduate minor name is being updated to reflect the changes over the last thirty years to the definition of what constitutes “cinema.” This name change not only better reflects the constantly updated curriculum of this minor, but will also recognize the comprehensive work done by students in the minor, making them even more competitive in the job market.

College of Liberal Arts (Twin Cities campus)—requests approval to change the name of the Master and graduate minor programs in Scientific and Technical Communication to Technical Communication, effective fall 2024. The inclusion of the term “Scientific” in the name not only implies a program focus that is not well-aligned with the current curriculum and faculty expertise, but has also deterred applicants who fear that they do not have sufficient scientific training to apply. After extensive consultation with students, faculty, and staff, the department determined that “Technical Communication” is most inclusive and appropriate for the curriculum and training offered.

College of Liberal Arts (Twin Cities campus)—requests approval to add two new subplans in the Bachelor of Arts in Statistical Practice, effective fall 2024. The Statistical Practice BA is intended for students who want to use their education as certification for work requiring data scientific and statistical skills or as a basis for further education in another area like medicine, psychology, law, journalism, public policy, or other areas. Currently, this degree program has no subplans associated with it. The current degree requirements would become the Applied Statistics subplan, and a new subplan would be created for Data Science. Applied Statistics is more similar to the Statistics BS degree, but reduces the number of required mathematics courses and increases the number of applied statistics courses, or courses in a supporting quantitative area. Data Science

involves being able to extract and clean large volumes of data from a variety of sources, analyze that data statistically, and help put the data analysis results in context for decision-making. Accordingly, the Data Science subplan requires fewer statistics electives and more computer science classes.

College of Liberal Arts (Twin Cities campus)—requests approval to update the names of three subplans in the Bachelor of Arts in Theatre Arts, effective fall 2024. The Theatre Arts BA currently offers five subplans: generalist, performance creation, design and technology, history/dramaturgy, and social justice/applied drama. Theatre Arts proposes changing the name of the generalist subplan to comprehensive, the performance creation subplan to acting/performance, and the history/dramaturgy subplan to directing/dramaturgy/playwriting/criticism. These name changes better reflect the current curriculum and the standards of the field.

College of Science and Engineering (Twin Cities campus)—requests approval to add two new integrated degree program (IDP) subplans in the Bachelor of Materials Science and Master of Science in Data Science for Chemical Engineering and Materials Science degree programs, effective fall 2024. The MS in Data Science for CEMS is a new program (the first cohort of 9 students was admitted in Fall 2023), created as a result of industry demand, that aims to educate the next generation of chemical engineers and materials scientists to work seamlessly with digital technologies. There is significant interest from current undergraduate students in this program, which is expected to continue growing in the years to come. While existing bachelors programs are well-known for teaching fundamental concepts, as well as challenging hands-on laboratory experiences, they do not address data analysis protocols for the ever-growing data sets common in the MSE and ChemE fields. Two new IDP subplans—Bachelor of Chemical Engineering /Master of Science in Data Science for Chemical Engineering and Materials Science; and Bachelor of Materials Science and Engineering /Master of Science in Data Science for Chemical Engineering and Materials Science—emphasize statistics, computing, data analysis, and optimization and their application in chemical engineering and materials science. They will allow undergraduate students with advanced placement credits to start taking courses for the MS program in their senior year and will be used as a recruiting tool to help attract high school students with an interest in chemistry, physics, math and computer science.

College of Science and Engineering (Twin Cities campus)—requests approval to change the academic-degree-granting college for the History of Science, Technology, and Medicine PhD, Master and graduate minor programs from the Graduate School to the College of Science and Engineering, effective fall 2024. The Graduate School no longer serves as a degree-granting college and the College of Science and Engineering will now serve in this capacity for these degree programs, which are collaborative degree programs with the Medical School.

Medical School (Twin Cities campus)—requests approval to change the Child Neurology Fellowship to a Residency, effective summer 2024. This program has been inactive, but the Department of Neurology, in collaboration with the Department of Pediatrics, is working to re-establish this program. As part of that process, the department is applying for new accreditation with the Accreditation Council for Graduate Medical Education, aligning with its classification of

Child Neurology as a specialty (residency) rather than the American Academy of Pediatrics classification of a subspecialty (fellowship). No other changes are proposed.

Medical School (Twin Cities campus)—requests approval to change the academic-degree-granting college for the Health Informatics PhD, MHI, MS, and graduate minor programs from the Graduate School to the Medical School, effective fall 2024. The Graduate School no longer serves as a degree-granting college and the Medical School will now serve in this capacity for all of these programs. These are collaborative degree programs with the Academic Health Center.

III. Request for Approval of Discontinued Academic Plans

Carlson School of Management (Twin Cities campus)—requests approval to discontinue the Asset Management Post-Baccalaureate Certificate, effective fall 2024. The certificate is being discontinued due to extremely low enrollment over the past ten years. The program paused admission in fall 2023, and there are currently no students enrolled.

College of Design (Twin Cities campus)—requests approval to discontinue the Master of Arts in Design, effective fall 2024. The degree is being discontinued due to low enrollment over the past several years. There is currently one student enrolled in the degree who has completed all coursework and will be able to complete the thesis and degree with program support. The College of Design maintains Design MS and Design MFA programs for students.

School of Public Health (Twin Cities campus)—requests approval to discontinue the Advanced Management Training for Clinician Leaders Post-Baccalaureate Certificate, effective fall 2024. The certificate is being discontinued due to no enrollment over the life of the program. Faculty and current leadership have shifted priorities to currently thriving programs.

School of Public Health (Twin Cities campus)—requests approval to discontinue the Aging Studies Post-Baccalaureate Certificate, effective fall 2024. The certificate is being discontinued due to extremely low enrollment over the past ten years. There are currently no students enrolled. The program is shifting resources to a comparable minor launched in 2022.

School of Public Health (Twin Cities campus)—requests approval to discontinue the Industrial Hygiene subplan in the Environmental Health PhD, Master of Science, and Master of Public Health degrees, effective fall 2024. This subplan is being discontinued because the content has shifted to the new Occupational Hygiene PhD and MS degree programs (on recommendation from the accrediting agency). There are currently six students enrolled in the PhD subplan and 14 students enrolled in MS subplan, and they have the option to complete under this subplan or transfer to the new program. There are currently no students enrolled in the MPH subplan so no transition plan is needed.

School of Public Health (Twin Cities campus)—requests approval to discontinue the Public Health Performance Improvement Post-Baccalaureate Certificate, effective fall 2024. The

certificate is being discontinued due to extremely low enrollment over the past ten years. There are currently no students enrolled.

Swenson College of Science and Engineering (Duluth campus)—requests approval to discontinue the Bachelor of Science in Environmental Science, effective fall 2024. This program has been supplanted by the Bachelor of Science in Earth and Environmental Sciences with a subplan in Environmental Science. The department has already contacted current majors about the changes, and they will be allowed to complete in the current program or transfer to the new program.

Swenson College of Science and Engineering (Duluth campus)—requests approval to discontinue the Bachelor of Science in Geological Sciences, effective fall 2024. This program has been supplanted by the Bachelor of Science in Earth and Environmental Sciences. The department has already contacted current majors about the changes, and they will be allowed to complete in the current program or transfer to the new program.

Swenson College of Science and Engineering (Duluth campus)—requests approval to discontinue the Bachelor of Arts in Geological Sciences, effective fall 2024. This program has been supplanted by the Bachelor of Arts in Earth and Environmental Sciences. The department has already contacted current majors about the changes, and they will be allowed to complete in the current program or transfer to the new program.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
February 8, 2024**

Consent Report: Recommendation to Grant Tenure to New Hires

The Executive Vice President and Provost recommends six external hires for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

**Shawn Boyne, professor with tenure, Department of Humanities, Social Sciences, and Education,
Crookston campus**

Professor Boyne's scholarly work primarily relates to comparative criminal procedure, comparative law, and the study of anti-terrorism legislation worldwide. She earned her Ph.D. in 2007 from the University of Wisconsin. Prior to joining the University of Minnesota Crookston, Dr. Boyne was professor of legal studies and associate vice chancellor for undergraduate education at the University of Illinois Springfield. Dr. Boyne currently serves as the associate vice chancellor for business, arts, and education at the University of Minnesota, Crookston.

Jordan Cofer, professor with tenure, Morris campus

Professor Cofer's scholarship centers around the American author Flannery O'Connor, about whom he has published two scholarly books and is recognized as a leading Flannery O'Connor scholar. He earned his Ph.D. in 2009 from Texas Tech. Dr. Cofer is currently an associate provost and tenured professor at Georgia College and State University. Dr. Cofer is being recommended to assume the role of vice chancellor for academic affairs and dean on the Morris campus effective July 1, 2024.

Alex Grenning, associate professor with tenure, Department of Chemistry, Twin Cities campus

Professor Grenning's research is focused on chemical synthesis and drug discovery. Dr. Grenning established a nationally recognized research program in synthetic organic chemistry, reinvigorating interest in the well-known Cope rearrangement through consideration of thermodynamic reaction profiles. Dr. Grenning earned his Ph.D. in 2021 from the University of Kansas. Dr. Grenning is currently an associate professor at the University of Florida.

John Hulleman, associate professor with tenure, Department of Ophthalmology and Visual Neurosciences, Medical School, Twin Cities campus

Professor Hulleman's research focuses on extracellular matrix protein biology and implications of defects in protein folding in human diseases, particularly their effects on the retina and brain. He earned his Ph.D. in 2008 from Purdue University. Prior to joining the University of Minnesota, Dr. Hulleman was an assistant professor at the University of Texas, Southwestern.

Nicholas Swanson-Hysell, associate professor with tenure, Department of Earth and Environmental Sciences, College of Science and Engineering, Twin Cities campus

Professor Swanson-Hysell's research is focused on advancing understanding of Earth's long-term evolution as a habitable planet through the lenses of sedimentary geology, geochronology, and geomagnetics. He earned his Ph.D. from Princeton University in 2011. Dr. Swanson-Hysell currently serves as an associate professor at the University of California, Berkeley.

Alexandra Wright, associate professor with tenure, Department of Ecology, Evolution, and Behavior, College of Biological Sciences, Twin Cities campus

Dr. Wright's research examines the intersection between plant ecology, biodiversity, and responses to climate change on microclimate amelioration, particularly in the context of biodiversity declines and urban ecology. She earned her Ph.D. from the University of Wisconsin, Milwaukee in 2013. Dr. Wright presently serves as an associate professor at California State University, Los Angeles.

Bell Museum Collection Policy - Major Changes

Summary

In response to a routine internal audit conducted in 2023, the Bell Museum has reviewed and revised its collections policy to reflect current accession/deaccession practices that align with University policy, after seeking and receiving delegations of authority for accessioning and deaccessioning to its Executive Director and Scientific Director. It has also revised the Collections Policy to reflect current institutional realities (such as a 2018 name change and the recent creation of new staff positions), and to include policies for its art collection in addition to its scientific collection. This exercise has put us in a good position to pursue American Alliance of Museums accreditation in the future.

Policy Area	Previous Policy	Revised Policy
Acquisition and Accessioning	The continued acquisition of specimens is an important aspect of the Museum’s scientific research and educational programs and is, therefore, fundamental to the Museum’s long-term success. Decisions relating to acquisition of specimens are the responsibility of the respective curator. Curators also may refuse to accept specimens and may determine the disposition in the Museum of any specimen once accepted. A permanent record of all specimens, specimen lots, artwork, or other objects acquired will be kept. This record serves to establish legal provenance and is to include the type of acquisition, the source, and whether a research voucher, gift donation, or purchase.	The continued acquisition of collections is an important aspect of the Museum’s scientific research and educational programs and contributes fundamentally to achieving the Museum’s mission. Delegation of accessioning authority is granted by the University’s Board of Regents to University leadership (the President and Executive Vice President and Provost), to the Dean of CFANS, and then to the Museum’s Executive Director. In the case of the scientific collections, authority is then delegated to the Science Director. Decisions are made in consultation with curators and collection managers, as appropriate to the collection in question and as outlined below. The Museum may decline to accept material and may

		<p>determine the disposition of any object once accepted. A permanent record of all materials, lots, sets, images, or other information acquired is kept. This record serves to document the legal provenance and is to include the type of acquisition, the source, and whether a research voucher, gift donation, or purchase.</p>
<p>Deaccessioning and Disposal</p>	<p>The Museum acts as a steward for the preservation of biological specimens. In this capacity, it may be necessary at times to deaccession or dispose of specimens due to accidental loss or damage, reduction in Museum resources, change in curatorial focus, or other unforeseen circumstances. The Museum reserves the right to deaccession or dispose of any specimen that does not have scientific or educational merit. Any decision regarding permanent removal and/or disposal of specimens is initially the responsibility of the respective curator. The museum director will be consulted in all cases dealing with removal of unique, highly valued, or gifted specimens. The respective curator will ensure that all appropriate records and databases will be duly annotated regarding specimen deaccessioning and/or disposal.</p>	<p>The Museum stewards the preservation of scientific specimens, artworks and other objects. In this capacity, it may be necessary at times to deaccession or dispose of materials due to accidental loss or damage, change in curatorial focus, or other circumstances. The Museum reserves the right to deaccession or dispose of any material that does not have scientific or educational merit. Like acquisition authority, delegation of deaccession authority is granted by the University's Board of Regents to the University leadership (the President and Executive Vice President and Provost), to the Dean of CFANS, and then to the Museum's Executive Director. In the case of the scientific collections, authority is then delegated to the Science Director. Decisions to deaccession are made in consultation with curators and collection managers, as appropriate to the collection in question and as outlined below, who will ensure that appropriate records and databases are duly annotated regarding deaccessioning and/or disposal.</p>

Bell Museum Collections Policy

Adopted November 2013
Amendments August 2018,
April 2023,
November 2023
(Draft Pending Board of Regents Approval)



Policies

Acquisition and Accessioning

The continued acquisition of collections is an important aspect of the Museum's scientific research and educational programs and contributes fundamentally to achieving the Museum's mission. Delegation of accessioning authority is granted by the University's Board of Regents to University leadership (the President and Executive Vice President and Provost), to the Dean of CFANS, and then to the Museum's Executive Director. In the case of the scientific collections, authority is then delegated to the Science Director. Decisions are made in consultation with curators and collection managers, as appropriate to the collection in question and as outlined below. The Museum may decline to accept material and may determine the disposition of any object once accepted. A permanent record of all materials, lots, sets, images, or other information acquired is kept. This record serves to document the legal provenance and is to include the type of acquisition, the source, and whether a research voucher, gift donation, or purchase.

Acquisition

Materials may be obtained through a variety of means, including but not limited to:

- gifts and donations
- exchanges with other institutions
- acquisition of abandoned collections

Specimens in particular may also be obtained through:

- field collecting
- deposition by governmental agencies
- deposition of voucher specimens by researchers
- any other legal means

The Museum will only accept materials that are deemed to be of scientific or educational value. The Museum will not accept materials of unclear title; nor those collected without appropriate collecting, transportation, or import permits; nor those obtained through illegal means. The Museum will not enter into the illicit trade of materials, nor knowingly accept materials collected or imported illegally (except in the case of those deposited by a governmental regulatory agency). Specimens collected under permit should have the permit information (granting agency and permit number) included as part of the specimen record. This information is particularly important to safeguard against future legal actions regarding protected species.

Criteria for Acceptance

The high cost of maintaining the Museum's collections and of storing and preserving

specimens requires that the Museum carefully evaluate every potential acquisition.

Scientific specimens must meet one or more of the following criteria:

- offer opportunity for future research and scholarly activity
- enhance the geographic coverage of a collection
- broaden the taxonomic coverage of a collection
- provide material for comparison
- document research or scholarly activity

Artworks or educational objects must meet one or more of the following criteria:

- enhance educational programming
- expand exhibition resources to serve mission and project needs
- replenish educational resources damaged or lost in the course of programs
- relate to Minnesota's natural history
- expanding perspectives on Minnesota's natural history, including through comparative means or through geographic diversity
- support the Bell's expertise in wildlife art

Criteria for Declining to Accept

Specimens, specimen lots, artwork, or other objects may not be accepted if they meet any of the following criteria:

- are not appropriate to the Museum's mission
- are outside the scope of the Museum's collections foci
- cannot be properly cared for by the Museum
- are in state in which their scientific or educational value is compromised
- are found to be a forgery or fake
- are not accompanied by appropriate documentation
- are accompanied by restrictions on use deemed excessive or prohibitive

Decisions regarding acceptance of any specimen should also consider current suitable storage conditions, curatorial expertise, and potential overlap with neighboring institutions.

Gifts from private individuals will receive the consideration laid out above and will be subject to the same criteria as other acquisitions. Private donations will not be accepted if there are conditions or restrictions attached to their use, display, temporary loan, or disposal of an item, or a request to maintain gifted collections as separate subunits within the Museum's collections.

Appraisals

Museum staff will not provide appraisals or arrange for appraisals of any donation.

Deaccessioning and Disposal

The Museum stewards the preservation of scientific specimens, artworks and other objects. In this capacity, it may be necessary at times to deaccession or dispose of materials due to accidental loss or damage, change in curatorial focus, or other circumstances. The Museum reserves the right to deaccession or dispose of any material that does not have scientific or educational merit. Like acquisition authority, delegation of deaccession authority is granted by the University's Board of Regents to the University leadership (the President and Executive Vice President and Provost), to the Dean of CFANS, and then to the Museum's Executive Director. In the case of the scientific collections, authority is then delegated to the Science Director. Decisions to deaccession are made in consultation with curators and collection managers, as appropriate to the collection in question and as outlined below, who will ensure that appropriate records and databases are duly annotated regarding deaccessioning and/or disposal.

Criteria for Deaccessioning

All decisions regarding the deaccessioning will consider the scientific, educational, and historical importance of the object(s) in question; the needs of present and potential future research; the ability of the Museum to provide appropriate conservation repair; and applicable legal or ethical considerations. In all cases, the overall quality of the Museum's collections must be maintained.

Specimens, specimen lots, artworks, or other objects may be deaccessioned if they meet any of the following criteria:

- are no longer a fit with the Museum's mission
- are outside the scope of the Museum's focus
- can be transferred (in the case of specimens) or sold (in the case of artworks) in order to secure more appropriate objects
- can no longer be properly cared for by the Museum, and can be better cared for by another institution
- are deteriorated such that the scientific or educational value is compromised
- are found to be a forgery or fake
- are not accompanied by appropriate documentation

In the case that any of the above criteria are met, the options include:

- exchange with another institution
- transfer to another institution
- sale to another institution or individual
- disposal

Any funds generated from the sale of collections objects will go towards supporting the

Museum's curatorial efforts.

Disposal of Scientific Specimens

In some cases, including damage beyond repair, it is not possible to exchange, transfer, or sell an object. In this case, it may be necessary to discard or destroy said object.

Occasionally scientific specimens may lose their value through unintentional damage or through the loss of associated data. Such specimens may be transferred from the scientific collections to the education collection or deaccessioned for use in teaching (see above).



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

February 8, 2024

AGENDA ITEM: Information Items

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost

PURPOSE & KEY POINTS

- A. University, Student, Faculty, and Staff Activities and Awards
- B. Reports to the State of Minnesota
 - Postsecondary Institution Voter Registration Report
 - Veterinary Diagnostic Laboratory Expenditures Report
 - Minnesota P-20 Education Partnership Report

University, Student, Faculty, and Staff Activities and Awards

This report includes select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

Reports to the State of Minnesota

Postsecondary Institution Voter Registration Report

This report is prepared by the Office of the General Counsel with assistance from various central staff and the voter registration coordinators on each system campus. It is submitted as required by Minnesota Statute, Section 201.1611.

Veterinary Diagnostic Laboratory Expenditures Report

This report is prepared by the College of Veterinary Medicine. It is submitted as required under:

- 2022 Minnesota Laws Chapter 96, Article 1, Section 2, Subdivision 5(v),
- 2022 Minnesota Laws Chapter 96, Article 3, Section 4, and
- 2023 Minnesota Laws Chapter 43, Article 1, Section 2, Subdivision 5(x).

Minnesota P-20 Education Partnership Report

This report is prepared by Robert B. McMaster, Vice Provost and Dean of Undergraduate Education, and Chair of the Minnesota P-20 Education Partnership. It is submitted as required by Minnesota Statute, Section 127A.70.

University of Minnesota Board of Regents
Mission Fulfillment Committee
February 9, 2024

**Information Report: Report of University Faculty, Staff, and
Student Activities and Awards**

University Highlights

[The University of Minnesota became the country's first and only system of higher education to be awarded the Carnegie Elective Classification for Community Engagement](#) after the University of Minnesota Crookston, University of Minnesota Duluth, and University of Minnesota Rochester received designation. The classification recognizes institutions of higher education that are "aligned among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement."

The [Center for Animal Health and Food Safety at the U of M College of Veterinary Medicine has been awarded a seven-year, \\$4.99 million grant from the Bill & Melinda Gates Foundation](#) to support veterinary services capacity-building in East Africa.

The School of Public Health and Medical School [received a \\$2 million award from the FDA](#) to develop and implement clinical practice guidelines for pain management with patients undergoing minimally invasive abdominal surgery.

The School of Public Health will collectively [receive \\$16 million pollution-prevention grants with 24 other institutions](#) from the U.S. Environmental Protection Agency to fund a project to help local, immigrant-owned nail and hair salon businesses and their suppliers use safer, more environmentally friendly products aimed at reducing chronic exposure to hazardous materials.

Faculty and Staff Awards and Activities

Alexandra Armstrong, assistant professor in the College of Veterinary Medicine, has received a [\\$662,000 Career Development award \(K01\) from the National Institutes of Health](#) to examine the contribution of growth cartilage to recovery and disease progression in Legg-Calvé-Perthes disease.

Ardeshir Ebtehaj, associate professor in the College of Science and Engineering, is leading a [\\$2.9 million NASA-funded project to better understand this decline in the cyrosphere](#).

Researchers at the Center for Early Education and Development in the Institute of Child Development and the Department of Applied Economics were [awarded a four-year \\$1.4 million grant for "Coordinated Evaluation of Minnesota's Child Care Assistance Payment Policies,"](#) a research project evaluating child care subsidies in Minnesota.

Noelle Noyes, associate professor in the College of Veterinary Medicine, who will work with researchers from CVM along with collaborating institutions in the U.S. and UK [received \\$3.5 million in funding from the United States Department of Agriculture National Institute of Food and Agriculture, the National Science Foundation, and the Biotechnology and Biological Sciences Research Council](#), to study the transmission of viruses during “commingling events”.

Amy Hewitt, director of the Institute on Community Integration and professor in the College of Education and Human Development, has been [awarded the Association of University Centers on Disabilities George S. Jesien Distinguished Achievement Award](#) to recognize her career of excellence and leadership in support of AUCD’s mission to advance policy and practice for and with people living with developmental and other disabilities, their families, and communities.

Georgios Giannakis, professor in the College of Science and Engineering, has been [elected as a 2023 International Fellow for the Royal Academy of Engineering](#) for his exceptional contributions to pioneering new innovations, leading progress in business or academia, providing high level advice to government agencies, or promoting wider understanding of engineering and technology.

Samuel Myers Jr., professor in the Humphrey School of Public Affairs, has been [awarded a two-year, \\$417,000 grant from the National Institutes of Health](#) to study racial disparities in drowning deaths.

Ann Masten, professor in the Institute of Child Development, has [received the 2024 University of Louisville Grawemeyer Award in Psychology](#) for her landmark body of work that identified “ordinary magic” as a contributor to resilience in children.

Jenna Marquard, professor in the School of Nursing, was [inducted into the American College of Medical Informatics](#) for significant and sustained contributions to the field of medical informatics.

Researchers from the University of Minnesota Medical School have [received \\$3 million in research funding](#) in two different grants, one from the U.S. Food and Drug Administration and another from the State of Minnesota Office of Higher Education to develop a reliable method for assessing changes in the disease's progression during clinical trials to evaluate the effectiveness of potential treatments Amyotrophic lateral sclerosis (ALS).

Zhi-Li Zhang, a professor in the College of Science and Engineering, has [received a five-year \\$4.25 million grant from the National Science Foundation](#) for his work on autonomous vehicles.

Roger Ruan, professor in the College of Science and Engineering, has been [named a National Academy of Inventors Fellow](#), for demonstrating “a highly prolific spirit of innovation in creating or facilitating outstanding inventions that have made a tangible impact on the quality of life, economic development, and welfare of society.”

Researchers from the University of Minnesota Twin Cities and Rochester have been [awarded five collaborative research grants for 2023 by the Minnesota Partnership for Biotechnology and Medical Genomics](#) funded by the State of Minnesota.

Sue Wick, professor emerita in the College of Biological Sciences, [received the Bruce Alberts Award for Excellence in Science Education from the American Society for Cell Biology](#) for demonstrating innovative and sustained contributions to science education with a national impact.

Linus Chan, professor in the Law School, is among the attorneys [named Minnesota Attorneys of the Year by Minnesota Lawyer](#).

Changquan “Calvin” Sun, professor in the School of Pharmacy, has [achieved the ScholarGPS Number 1 ranking in Pharmacy](#) among all academic scholars in the United States.

Student Awards & Activities

Peter Winslow, a graduate student in the College of Biological Sciences, [won the first place CBS award at the annual St. Paul Science in Seconds](#) event. The event, hosted by the College of Food, Agricultural and Natural Resource Sciences, College of Veterinary Medicine and CBS, is an annual competition in which grad students convey their research to a general audience in three engaging, informative and suspenseful minutes.

Adebayo Ibikunle, graduate student in the School of Dentistry, [will spend the year as a 2023-2024 Office of Academic Clinical Affairs Interprofessional Intern](#), creating resources on stress management and mindfulness with the Mobile Health Initiative.

College of Design interior design students will [assist with the redesign of the Alfred F. Pillsbury House, or “Pillsbury Castle”](#). It is the first house in seven years to be named an American Society for Interior Designers (ASID) MN Design House.

Students and faculty of the Gun Violence Prevention Clinic, led by Visiting Clinical Professor of Law Megan Walsh, have been [named Attorneys of the Year by Minnesota Lawyer](#) for their work in Defending Minnesota Gun Regulation Post-Bruen.

Phil Thompson, Carlson School of Management '07 alum, [celebrates 15 years of the philanthropic ‘Minnesota Holiday’ album](#). The Woodbury musician has been producing the annual “A Minnesota Holiday” charity album since 2009, with all proceeds over the past few years benefiting Second Harvest Heartland, one of the largest hunger relief organizations in the nation.

Vijay Ivaturi, School of Pharmacy alum '10, [is the new president-elect of the International Society of Pharmacometrics](#).

University of Minnesota Mandated Report: Voter Registration

Regents of the University of Minnesota submits this report as provided by Minnesota Statutes § 201.1611, subdivision 1(d), on behalf of its five constituent campuses: Crookston, Duluth, Morris, Rochester, and Twin Cities.

Per the requirements set forth in Minnesota Statute 3.197, the cost to prepare this report was \$300.

Summary

All five campuses provided voter registration forms to students electronically in an electronic message devoted exclusively to voter registration:

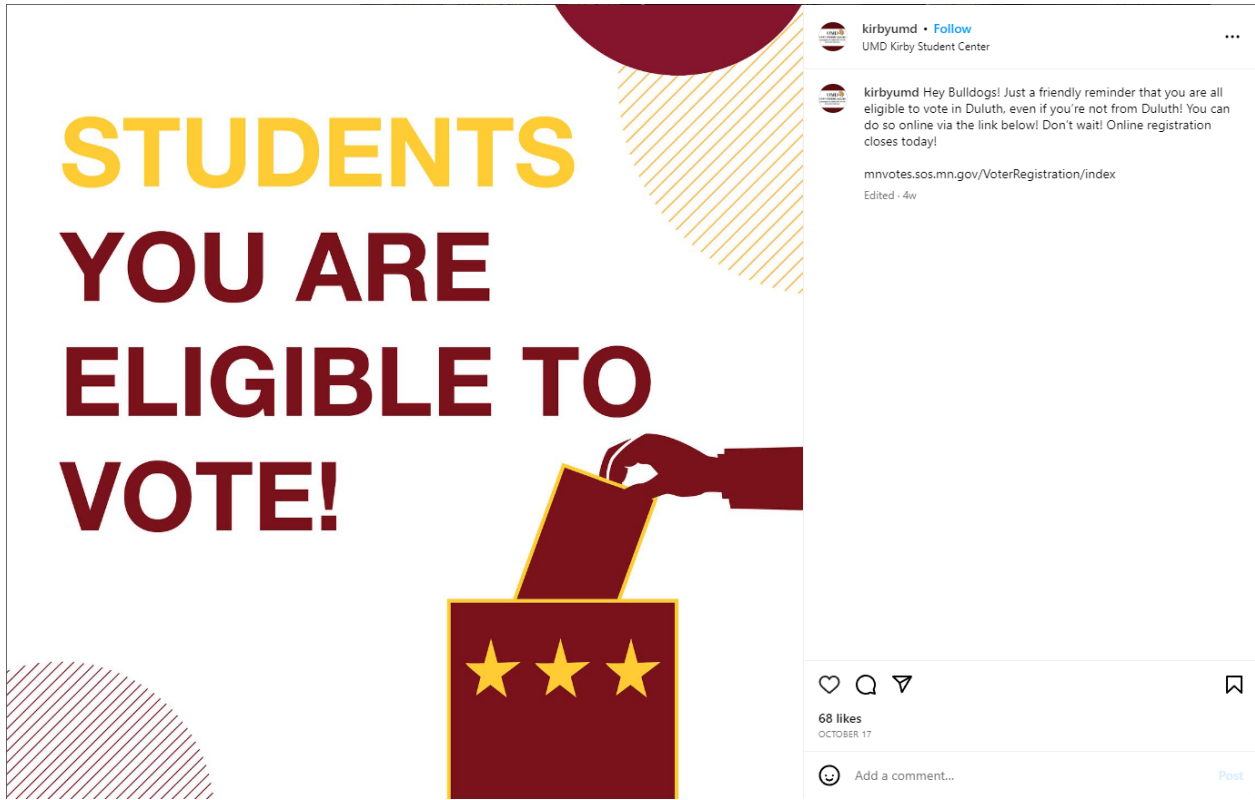
- Crookston: Chancellor Mary Holz-Clause sent an electronic message to students devoted exclusively to voter registration at 8:30 a.m. on October 3, 2023.
- Duluth: Vice Chancellor for Student Life Lisa Erwin sent an electronic message to students devoted exclusively to voter registration at 4:30 p.m. on October 2, 2023.
- Morris: Senior Director of Student Activities David Israels-Swenson sent an electronic message to students devoted exclusively to voter registration at 1:20 p.m. on October 2, 2023.
- Rochester: Associate Vice-Chancellor for Student Success, Engagement, and Equity Javier Gutierrez and Director of Community Engagement and Career Development Jenny Casper sent an electronic message to students devoted exclusively to voter registration at 3:30 p.m. on October 2, 2023.
- Twin Cities: Interim President Jeff Ettinger sent an electronic message to students devoted exclusively to voter registration at 4 p.m. on October 2, 2023.

Two of these campuses (Crookston and Morris) are located in counties that did not have elections this November, and they therefore did not have voter engagement plans. The voter engagement plans for the remaining campuses follow:

- Duluth:
 - Each year, UMD forms a Get Out The Vote Planning Committee that seeks to coordinate efforts around encouraging students to register to vote, to educate students about issues/candidates on the ballots, and to encourage students to head to the polls early and on election day.
 - For Fall 2023, the Committee included representatives from the following organizations and departments at UMD:
 - Division of Student Life
 - Housing & Residence Life
 - Civic Engagement
 - Kirby Student Center
 - Student Government Association
 - College Democrats
 - SEE Change
 - Political Science Association

- The Committee worked to share plans and ideas, review needs, and identify gaps in campus efforts to Get Out The Vote for the Fall 2023 election. The group will now shift their planning efforts to the Spring 2024 presidential primaries and the Fall 2024 general election.
- Communications to Students: In anticipation of the election this year, two emails were sent to all students from the Vice Chancellor for Student Life. Each email was devoted exclusively to voter information.
- Social Media Campaign: A social media campaign was hosted throughout the election season on the Kirby Student Center social media channels.

Voter Registration Information - October 12, 2023



Ballot Information - October 30, 2023

myballotmn.sos.mn.gov

MY BALLOT

Enter your address into My Ballot finder to see the names of candidates and questions that will be on the ballot for your precinct.

Find links to additional information about the candidates and ballots questions.

Find by Zip Code: [GO >](#)

- OR -

Search by County: [GO >](#)

kirbyumd • Follow

kirbyumd Want to vote but not sure how to learn about the candidates, and their positions on the issues you care about?

Go to myballotmn.sos.mn.gov (link on story- VOTE highlight), enter your address information, and you'll see all your candidates for the November 7th election. You can link to candidate websites to educate yourself on the candidates, ballot questions, and issues!

Edited · 2w

29 likes
OCTOBER 30

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Voter Instructions - Off-Campus - November 3, 2023

**STUDENTS
LIVING OFF
CAMPUS
DO YOU STILL
NEED TO
REGISTER TO
VOTE?**

kirbyumd • Follow

kirbyumd **ELECTION DAY IS AROUND THE CORNER-** Tuesday, November 7th

STUDENTS LIVING OFF CAMPUS, NEED TO REGISTER ON ELECTION DAY:

Live off campus but plan to vote in Duluth? Register to vote at your polling place on election day, November 7. You'll need a photo ID, proof of local address (utility bill, lease, or similar), and the last 4 digits of your SSN, see Office of the State Of Minnesota Secretary of State for info on election day voter registration. Happy voting!

(Find link on story, and in 'VOTE' highlight)


Edited · 1w


21 likes
NOVEMBER 3

Add a comment... [Post](#)

Voter Instructions - On-Campus - November 3, 2023







 kirbyumd • Follow ...


 kirbyumd ELECTION DAY IS AROUND THE CORNER- Tuesday, November 7th

STUDENTS LIVING ON CAMPUS, NEED TO REGISTER ON ELECTION DAY:


Haven't registered to vote in Duluth yet? Live on campus? Great news: UMD Housing & Residence Life provides election officials with proof of address for on-campus residents. Just show up to the polls with a photo ID (doesn't need to have your Duluth address) and the last 4 digits of your SSN and you'll be ready to register on election day, November 7.

Edited · 1w

 Liked by diningumd and 20 others

NOVEMBER 3

 Add a comment... [Post](#)

Reminder to Vote - November 7, 2023



kirbyumd • Follow
UMD Kirby Student Center

kirbyumd It's Election Day, Bulldogs! Get out and vote! Not sure how to proceed? Stop by the Kirby garage for voter info, find your polling place to cast your vote, and learn about what you need to register to vote!
Edited · 1w

♥ 💬 🗳️

Liked by diningumd and 119 others
NOVEMBER 7

😊 Add a comment... [Post](#)

- Student Roster Sharing: In compliance with state statute, UMD shared our student roster with the St Louis County Auditor's office. The roster included students that live on-campus and students that have provided off-campus addresses within 10 miles of campus. This roster was sent to the St Louis County Auditor's office on October 25, 2023.
- Voter Engagement Events: Two events regarding voter engagement occurred at UMD this fall related to the election.
 - On November 6, 2023, the Political Science Association hosted a Mock Election. This event allowed students to submit a mock ballot and interact with a wide variety of candidates for election. Students that participated had the opportunity to learn more about the candidates and initiatives that were included in the ballot for this election.
 - On November 7, 2023, the Kirby Student Center hosted a Voter Support Center. This effort provided consultation to students on issues related to voting. Students received support on locating their poll site, understanding what they needed to do to register to vote on election day, and assistance understanding what items were on their ballot.
- Rochester:

- Voter Education
 - Visit to UMR from Secretary of State Simon to engage with UMR students on voting and civic engagement on September 11, 2023.
 - Tabling event on campus at University Square on September 19, 2023 to promote National Voter Registration Day in collaboration with the Rochester League of Women Voters (LWV).
 - Social media plan prepared to promote voting and related events.
- Voter Engagement
 - Tabling early voting event on campus at University Square on October 18, 2023 in collaboration with the Rochester League of Women Voters.
 - Email (1) from Associate Vice Chancellor for Student Success, Engagement, and Equity Javier Gutierrez to students encouraging voting and sharing voting resources - 73% open rate.
 - UMR marketing social media promotions and student e-newsletters highlighting National Voter Registration Day and the Election.
- 2023 Timeline
 - September 11 – Promotions conclude for Secretary Simon's visit to UMR.
 - September 19 – Collaboration with Rochester LWV - tabling event for National Voter Registration Day.
 - October 2 – Jenny Casper was designated the Campus Voting Coordinator for UMR.
 - October 2 – Email was sent from UMR Associate Vice Chancellor Gutierrez and Jenny Casper to all students regarding voting information and resources.
 - October 18 – Collaboration with Rochester LWV - tabling event to promote early voting.
 - October 23 – Institutional Analysis produced the student voter registration list and it was sent to Olmsted county.
 - November 6 – Promotions and information for election day.
 - November 7 – Election Day
- Twin Cities:
 - Voter Education
 - Voterpalooza event by Undergraduate Student Government (USG) to register voters on October 12, 2023.
 - Social media plan prepared and shared by USG to promote voting and related events.
 - Faculty toolkit on voter education prepared and shared by the Center for Community Engaged Learning.
 - Voter Engagement
 - Pop-up early voting event on campus at the Weisman Art Museum on October 31, 2023 in collaboration with the City of Minneapolis and Hennepin County.
 - Emails (2) from Interim President Ettinger to students encouraging voting and sharing voting resources.

- Student Affairs Get Out the Vote promotion.
- 2023 Timeline
 - September 22 – Merrie Benasutti was designated the Campus Voting Coordinator in response to requests for centralized coordination of voting efforts.
 - September 29 – The Student Civic Engagement Collaborative was convened by the Office for Public Engagement to build effective civic engagement and voting collaboration efforts across the University of Minnesota Twin Cities campus. The Collaborative includes UMN staff, students, as well as City and County representatives.
 - October 2 - Email was sent from Interim President Ettinger to all students regarding voting information and resources.
 - October 12 - The Student Civic Engagement Collaborative was convened for a second time to share updates, support Voterpalooza, etc.
 - October 12 - Voterpalooza was facilitated by Undergraduate Student Government (USG) to register student voters.
 - October 23 – Institutional Analysis produced the student voter registration list and it was sent to Hennepin and Ramsey counties.
 - October 26 - The Student Civic Engagement Collaborative convened a third time to share updates and prepare for the pop-up early voting event on campus.
 - October 31 - Pop-up early voting event at the Weisman museum in collaboration with the City of Minneapolis and Hennepin County. Roughly 100 people voted.
 - November 3 - Second email from Interim President Ettinger regarding voting was sent to students.
 - November 7 – Election Day

Report Title: Veterinary Diagnostic Laboratory Expenditures FY23

Per the requirements set forth in Minnesota Statue 3.197, the cost to prepare this report was \$300.

Description: Information about expenditures and activities from \$1,000,000 appropriated from the General Fund and a grant in the amount of \$250,000 to purchase equipment for the Veterinary Diagnostic Laboratory to test for chronic wasting disease, African swine fever, avian influenza, and other animal diseases.

Activities: Contracts were set up between the Minnesota Department of Agriculture and the University of Minnesota for the use of these funds. Two hundred and eight pieces of equipment were identified and purchased, with a total cost of \$1,234,808. These include three testing units for RT-QuIC for Chronic Wasting Disease testing.

Expenditures:

Fiscal Year	* Fiscal Month	Amount	Description	Vendor Name
2023	5	\$ 18,539	Proflex 96 Well PCR System	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	6	\$ 2,782	ZEBRA, AIT, TT PRINTER ZT411	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	6	\$ 736	ZEBRA, AIT, TT PRINTER ZT411	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	6	\$ 5,032	FBG REF 45 PNT SLIDE 115V/60HZ	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	6	\$ 10,363	49 PNT Glass	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	6	\$ 0	Disinfection Cartridge	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	6	\$ 7,787	GENPURE PRO UF/UV	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	7	\$ 10,475	80 ThermoFisher Revco Freezer	FISHER SCIENTIFIC COMPANY LLC
2023	7	\$ 1,911	Two Egg Incubators & Hatcher Combo	INCUBATORWAREHOUSE.COM
2023	7	\$ 10,475	80 ThermoFisher Revco Freezer	FISHER SCIENTIFIC COMPANY LLC
2023	7	\$ 1,245	Computer	SQ-DELL INC
2023	7	\$ 175	Computer Base	SQ-DELL INC
2023	8	\$ 14,037	Battery Backup for UMN Poultry	MARCO INC
2023	8	\$ 6,691	Zebra Printer, AIT, TT Printer	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	8	\$ 682	Mopec 810 Autopsy Saw	MOPEC INC
2023	8	\$ 6,819	Mopec 810 Autopsy Saw	MOPEC INC
2023	8	\$ 82	Logitech MX Master 3S Mouse	SQ-CDW GOVERNMENT INC
2023	8	\$ 107	Logitech ERGO K860 Ergonomic Key Board	SQ-CDW GOVERNMENT INC
2023	8	\$ 64	2 Dell Sound Bars	SQ-DELL INC
2023	8	\$ 4,370	19 24inch Dell Monitors	SQ-DELL INC
2023	8	\$ 394	ADAPTER TX-1000POLYPROPYLEN4PK	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	8	\$ 588	37 X 10 ML ADAPTER 4PK	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	8	\$ 557	49 X 5/7 ML ADAPTER 4PK	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	8	\$ 231	Splash Guard Cover for IMEB Bone Band Saw	IMEB INCORPORATED
2023	8	\$ 3,687	Bone Band Saw 110V - Includes 24TPI Blade	IMEB INCORPORATED
2023	8	\$ 186	Cooling System for Bone Saw	IMEB INCORPORATED
2023	8	\$ 33	Cleaning Stones	IMEB INCORPORATED
2023	8	\$ 302	Diamond Saw Blade	IMEB INCORPORATED
2023	8	\$ 4,871	Accuscpin Micror w/ Std Rtr	FISHER SCIENTIFIC COMPANY LLC
2023	8	\$ 660	7X25 ML ADAPTERS 4/PK	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	8	\$ 2,187	Refrigerator	FISHER SCIENTIFIC COMPANY LLC
2023	8	\$ 3,623	4 of Dell 7090 for pollo003-	Dell
2023	8	\$ 1,175	Dell 7430 for olsen015-	Dell
2023	8	\$ 1,175	Dell 7430 for flock022-	Dell
2023	8	\$ 1,175	Dell 7430 for ckuseske-	Dell
2023	8	\$ 1,175	Dell 7430 for olso4286-	Dell
2023	8	\$ 1,175	Dell 7430 for mzavagni-	Dell
2023	8	\$ 2,717	3 of Dell 7090 for olsen015-	Dell
2023	8	\$ 1,175	Dell 7430 for hake0045-	Dell
2023	8	\$ 1,175	Dell 7430 for macke143-	Dell
2023	8	\$ 1,175	Dell 7430 for mcder130-	Dell
2023	8	\$ 1,175	Dell 7430 for kpeterka-	Dell
2023	8	\$ 1,175	Dell 7430 for debri015-	Dell
2023	8	\$ 3,623	4 of Dell 7090 for patn0016-	Dell
2023	8	\$ 2,350	2 of Dell 7430 for pollo003-	Dell
2023	8	\$ 1,175	Dell 7430 for wacht002-	Dell

Fiscal Year	* Fiscal Month	Amount	Description	Vendor Name
2023	8	\$ 325	AP Accruals-	ULINE INC
2023	8	\$ 906	Dell 7090 for conf0005-	Dell
2023	8	\$ 1,175	Dell 7430 for jlchance-	Dell
2023	8	\$ 4,529	Dell 7090 for kluca006-	Dell
2023	8	\$ 1,258	AP Accruals-	ULINE INC
2023	8	\$ 1,175	Dell 7430 for rpfluger-	Dell
2023	8	\$ 1,175	Dell 7430 for mahlu001-	Dell
2023	8	\$ 1,812	Dell 7090 for ckuseske-	Dell
2023	8	\$ 9,058	10 of Dell 7090 for pollo003-	Dell
2023	8	\$ 26	MK270 for debri015-	Dell
2023	8	\$ 140	Dell Dock for debri015-	Dell
2023	8	\$ 140	Dell Dock for hake0045-	Dell
2023	8	\$ 624	Bundle for debri015-	Dell
2023	8	\$ 140	Dell Dock for flock022-	Dell
2023	8	\$ 26	MK270 for ckuseske-	Dell
2023	8	\$ 920	4 of P2422H for patn0016-	Dell
2023	8	\$ 26	MK270 for jlchance-	Dell
2023	8	\$ 26	MK270 for kpeterka-	Dell
2023	8	\$ 624	Bundle for flock022-	Dell
2023	8	\$ 140	Dell Dock for kpeterka-	Dell
2023	8	\$ 140	Dell Dock for macke143-	Dell
2023	8	\$ 26	MK270 for rpfluger-	Dell
2023	8	\$ 140	Dell Dock for rpfluger-	Dell
2023	8	\$ 140	Dell Dock for wacht002-	Dell
2023	8	\$ 140	Dell Dock for mcder130-	Dell
2023	8	\$ 52	2 of MK270 for pollo003-	Dell
2023	8	\$ 26	MK270 for mcder130-	Dell
2023	8	\$ 624	Bundle for ckuseske-	Dell
2023	8	\$ 140	Dell Dock for mahlu001-	Dell
2023	8	\$ 26	MK270 for macke143-	Dell
2023	8	\$ 140	Dell Dock for ols04286-	Dell
2023	8	\$ 26	MK270 for mahlu001-	Dell
2023	8	\$ 140	Dell Dock for olsen015-	Dell
2023	8	\$ 140	Dell Dock for mzavagni-	Dell
2023	8	\$ 624	Bundle for mcder130-	Dell
2023	8	\$ 12	Dell Kybd for jlchance-	Dell
2023	8	\$ 140	Dell Dock for jlchance-	Dell
2023	8	\$ 26	MK270 for mzavagni-	Dell
2023	8	\$ 280	2 of Dell Docks for pollo003-	Dell
2023	8	\$ 624	Bundle for hake0045-	Dell
2023	8	\$ 7	TL 6" HDMI for jlchance-	Dell
2023	8	\$ 241	P2722H for jlchance-	Dell
2023	8	\$ 26	MK270 for flock022-	Dell
2023	8	\$ 26	MK270 for wacht002-	Dell
2023	8	\$ 26	MK270 for hake0045-	Dell
2023	8	\$ 624	Bundle for wacht002-	Dell
2023	8	\$ 460	2 of P2422H for conf0005-	Dell
2023	8	\$ 12	Dell Mouse for jlchance-	Dell
2023	8	\$ 140	Dell Dock for ckuseske-	Dell
2023	8	\$ 26	MK270 for olsen015-	Dell
2023	09	\$ 9,952	CLASS II A2 6 115V PACKAGECLA	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	09	\$ 1,385		FACILITIES MANAGEMENT-TC
2023	09	\$ 25,677	2 Spectramax ABS System	MOLECULAR DEVICES LLC
2023	09	\$ 10,337	Biosafety Cabinet	APEX LABORATORY EQUIPMENT COMPANY
2023	09	\$ 68,626	Oceasoftware Monitoring Equipment	FACILITIES MANAGEMENT-TC
2023	09	\$ 7,165	Airstream Horizontal Laminar Flow Clean	APEX LABORATORY EQUIPMENT COMPANY
2023	09	\$ 10,186	CLASS II A2 6 115V PACKAGECLA	FISHER SCIENTIFIC COMPANY LLC
2023	10	\$ 63,188	FLUOstar Omega RT-Quic/PRION V Microplate Reader	BMG LABTECH INC
2023	10	\$ 23,889	Oceasoftware Monitoring Equipment	FACILITIES MANAGEMENT-TC
2023	10	\$ 1,248	Dry Ice Chest w/o Handles 3.75	THOMAS SCIENTIFIC INC
2023	10	\$ 268	Aluminum Dolly for Model 300	THOMAS SCIENTIFIC INC
2023	10	\$ 9,278	BeadBlaster(TM) 24 Microtube	SIGMA ALDRICH INC
2023	10	\$ 383	STARLET Liquid Handler (Filter)	HAMILTON CO
2023	10	\$ 96	EGG TRAY SET	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	10	\$ 92,934	STARLET Liquid Handler	HAMILTON CO
2023	10	\$ 1,984	SPORTSMAN 1502 EGG INCUBATOR	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	10	\$ 47,191	Leica IP C Modular Histology	THOMAS SCIENTIFIC HOLDINGS LLC
2023	10	\$ 1,401	Leica IP C Modular Histology (Ink Cartridge Kit)	THOMAS SCIENTIFIC HOLDINGS LLC
2023	10	\$ 11,669	TDE60086FD FREEZER	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	10	\$ 78,800	Aris HIQ Sensitrite	REMEL INC
2023	10	\$ 8,720	STARLET Liquid Handler	HAMILTON CO
2023	10	\$ 11,692	Avanti J15 refrigerated centrifuge	BECKMAN COULTER INC
2023	10	\$ 432	Pipet-Lite LTS Pipette L-200XL	SQ-RAININ INSTRUMENT LLC
2023	10	\$ 864	Pipet-Lite LTS Pipette L-200XL	SQ-RAININ INSTRUMENT LLC
2023	10	\$ 100	10X Magnifying Glass with Light	SQ-AMAZON
2023	10	\$ 268	Thermo Scientific Orion Star A211 Benchtop pH Meter	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	10	\$ 823	E-Series Balances	SQ-VWR INTERNATIONAL
2023	10	\$ 471	Advanced Magnetic Hotplates	SQ-VWR INTERNATIONAL
2023	10	\$ 100	10X Magnifying Glass with Light	SQ-AMAZON
2023	10	\$ 1,184	Thermo Scientific Orion Star A211 Benchtop pH Meter	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 11,666	Cover Slipper Machine	THOMAS SCIENTIFIC HOLDINGS LLC
2023	11	\$ 10,097	Service Agreement	HAMILTON CO
2023	11	\$ 16,145	Cover Slipper Machine	THOMAS SCIENTIFIC HOLDINGS LLC

Fiscal Year	* Fiscal Month	Amount	Description	Vendor Name
2023	11	\$ 706	Stainless Steel Pegboard	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 32	Hemostats	SQ-VWR INTERNATIONAL
2023	11	\$ 967	Document Scanner	SQ-AMAZON
2023	11	\$ 2,737	Label Printer	SQ-CDW GOVERNMENT INC
2023	11	\$ 104	Utility Forceps	SQ-VWR INTERNATIONAL
2023	11	\$ 962	Document Scanner	SQ-AMAZON
2023	11	\$ 143	Supply Scissors	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 2,183	Spectronic 200	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 2,500	Healthcare Tablets	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	11	\$ 45	Printer Cord	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	11	\$ 1,066	Sample Carriers	HAMILTON CO
2023	11	\$ 1,336	Lighted Tissue Floatation Bath	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 95	Healthcare Tablets	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	11	\$ 395	Healthcare Tablets	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	11	\$ 13,788	Healthcare Tablets	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	11	\$ 24,244	Bio Safety Cabinet - LabGard ES (Energy Saver) 6 ft	APEX LABORATORY EQUIPMENT COMPANY
2023	11	\$ 318	Avanti J15 refrigerated centrifuge	BECKMAN COULTER INC
2023	11	\$ 3,115	Crystal Industries Upright Freezer Rack	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 14,995	SlideMate AS On-Demand Printing	EPREDIA
2023	11	\$ 295	SPER Bench-Top pH/mV Meter	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 810	Barcode Scanners	IMPRINT ENTERPRISES OF MINNESOTA LLC
2023	11	\$ 16,101	Band Saw	Gohmann Supply
2023	11	\$ 3,740	Freezer Racks	LABREPCO INC
2023	11	\$ 15,548	Agilent BioTek 405 TS Touch	FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 819	Leica IP C Modular	THOMAS SCIENTIFIC HOLDINGS LLC
2023	11	\$ 10,305	Z446 Centrifuge	MIDWEST SCIENTIFIC INC
2023	11	\$ 941	Grant Instruments Densitometer Cell Density Turbidity	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 358	Corning Mini Microcentrifuge	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 351	Grant Instruments Iqoq Booklet	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 406	Grant Instruments Standards Reference	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 54	Grant Instruments Adaptor Replacemen	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 547	50 mL Conical Tube Adapter	BECKMAN COULTER INC
2023	11	\$ 3,666	Service Agreement	FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 18,695	Hydraulic table	
2023	11	\$ 30,852	7500 Fast PCR Machine	
2023	11	\$ 1,249	Celltreat 100-1000ul Pipette	SQ-NETA SCIENTIFIC INCORPORATED
2023	11	\$ 1,400	OMAX 40X Full Size Lab D	Amazon
2023	11	\$ 612	Fisherbrand Analog Vortex Mixe	FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 1,348	Fisherbrand Analog MultiTube V	FISHER SCIENTIFIC COMPANY LLC
2023	11	\$ 6,266	Stomacher	SQ-VWR INTERNATIONAL
2023	12	\$ 37,388	Masterclave carousel APS One	BIOMERIEUX INC
2023	12	\$ 11,441	Centerfuge	SQ-FISHER SCIENTIFIC COMPANY LLC
2023	12	\$ 13,082	Microplate Reader	MOLECULAR DEVICES LLC
2023	12	\$ 34,205	Small Autoclave - AMSCO 110LS Sterilizer	STERIS CORPORATION
2023	12	\$ 650	Printer Head	THOMAS SCIENTIFIC HOLDINGS LLC
2023	12	\$ 3,670	Large Autoclave - AMSCO 630LS	STERIS CORPORATION
2023	12	\$ 79,008	Large Autoclave - AMSCO 630LS Sterilizer	STERIS CORPORATION
2023	12	\$ 2,676	Small Autoclave - AMSCO 630LS Sterilizer	STERIS CORPORATION
2023	12	\$ 2,676	Small Autoclave - AMSCO 630LS Sterilizer	STERIS CORPORATION
2023	12	\$ 10,200	HIQ Sensittre	REMEL INC
2023	12	\$ 40,101	AMSCO250LS Sterilizer	STERIS CORPORATION
2023	12	\$ 1,805	Platform Truck w/ Scale	THE WEBSTAURANT STORE INC
2023	12	\$ 5,688	Refrigerator	FISHER SCIENTIFIC COMPANY LLC
2023	12	\$ 100	Docking Station	SQ-BOOKSTORES
2023	12	\$ 21,337	Microscope & Camera	EVIDENT SCIENTIFIC
2023	12	\$ 25,853	Masterclave	BIOMERIEUX INC
2023	12	\$ 1,234	Microscope & Camera	EVIDENT SCIENTIFIC
2023	12	\$ 2,090	Masterclave carousel APS One	BIOMERIEUX INC
2023	12	\$ 3,620	Desktop Computers	SQ-BOOKSTORES
2023	12	\$ 60	Sound Bars	SQ-BOOKSTORES
2023	12	\$ 120	Dell AC511M Sound Bar Speakers	SQ-BOOKSTORES
2023	12	\$ 62	Keyboards	SQ-BOOKSTORES
2023	12	\$ 15	Keyboard	SQ-BOOKSTORES
2023	12	\$ 14	Mouse	SQ-BOOKSTORES
2023	12	\$ 56	Mice	SQ-BOOKSTORES
2023	12	\$ 905	Desktop Computer	SQ-BOOKSTORES
2023	12	\$ 1,810	Desktop Computers	SQ-BOOKSTORES
2023	12	\$ 3,814	Room Temp Monitoring Equipment	DICKSON UNIGAGE INC
2023	12	\$ 24,244	Bio Safety Cabinet	APEX LABORATORY EQUIPMENT COMPANY
2023	12	\$ 52	Wireless Keyboards	SQ-BOOKSTORES
2023	12	\$ 30	Sound Bars	SQ-BOOKSTORES
2023	12	\$ 905	Document Scanner	Amazon
2023	12	\$ 5,293	2 TON ELECTRIC CHAIN HOIST- 20	Total Tool
2023	12	\$ 280	6 BUTTON PENDANT WITH 19" DROP	Total Tool
2023	12	\$ 3,764	2 TON ARTICULATING TROLLEY TOW	Total Tool
2023	12	\$ 2,277	Necropsy Crane/Hoist	Total Tool
2023	12	\$ 5,293	2 TON ELECTRIC CHAIN HOIST- 20	Total Tool
2023	12	\$ 2,277	Necropsy Crane/Hoist	Total Tool
2023	12	\$ 3,764	Articulating Trolley	Total Tool
FY23 Total Spend		\$ 1,234,908		

*Note: July is the first month of the Fiscal Year for the University.

Report Title: Veterinary Diagnostic Laboratory Expenditures FY24

Per the requirements set forth in Minnesota Statue 3.197, the cost to prepare this report was \$300.

Description: Information about expenditures and activities from a grant in the amount of \$250,000 to purchase equipment for the Veterinary Diagnostic Laboratory to test for chronic wasting disease, African swine fever, avian influenza, and other animal diseases.

Activities: Eighteen pieces of equipment have been identified and approved for purchase so far, with a total estimated cost of \$237,832.

Projected Expenditures:

Equipment Investment	Vendor	Est. Cost
Generator	N/A	\$ 128,000
MesaLabs Remote equipment monitoring system	Mesa Labs	\$ 32,000
VDL Computers already purchased	UMarket	\$ 6,400
Tube dispenser	UMarket	\$ 4,438
Necropsy Calibration Weights	UMarket	\$ 1,222
PCR desktop computers (17)	UMarket	\$ 18,734
PCR laptop computers (3)	UMarket	\$ 3,663
pH meter	UMarket	\$ 2,000
Bio Rad C1000 Touch Thermal Cycler (x2)	N/A	\$ 11,000
Centrifuges (x2)	N/A	\$ 10,000
Microcentrifuges (x2)	N/A	\$ 7,000
3D Printer	N/A	\$ 1,500
Necropsy Camera	N/A	\$ 2,800
LUH desktop computers (2)	U Market	\$ 2,204
LUH laptop computers (4)	U Market	\$ 4,884
CO2 Chamber (small)	Conduct Science	\$ 480
CO2 Chamber (large)	Conduct Science	\$ 1,100
Stainless Steel Table for CO2 Chamber	N/A	\$ 407
FY24 Projected Spend		\$ 237,832



Report to the Governor & Legislature

January 2024

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This report was prepared with support from Minnesota P-20 Education Partnership Chair Dennis Olson (Commissioner, Minnesota Office of Higher Education), Vice Chair Stephanie Graff (Deputy Commissioner, Minnesota Department of Education), Dr. Satasha Green-Stephen (Senior Vice Chancellor of Academic and Student Affairs, Minnesota State Colleges and Universities), and Dr. Robert McMaster (Vice Provost and Dean of Undergraduate Education, University of Minnesota, Twin Cities).

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About the Minnesota P-20 Education Partnership

The Minnesota P-20 Partnership works toward ensuring a seamless system of education across the state, with a goal of maximizing success for all of Minnesota's learners from birth through adulthood.

The partnership is made up of both public and private member organizations, institutions, state agencies, and legislators, working collaboratively to strengthen educational outcomes for all of Minnesota's students. The partnership's work includes developing legislative recommendations focused on educational strategy, policy, and funding, as well as working to further collaboration, coordination, and connection across its participants and other key stakeholders.

About This Report

This is a legislatively-mandated report, written in accordance with Minnesota Statute section 127A.70. Additionally, as required to be reported by Minnesota Statute section 3.197, this report cost approximately \$800 to prepare, including staff time.

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Background

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership¹ (MNP20), itself an evolution of the informally organized Minnesota P-16 Education Council. The statutory purpose of the partnership is to “create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources” (Minn. Stat. § 127A.70).

MNP20 is led by an Executive Committee (EC) comprised of the state commissioner of higher education, state commissioner of education, the chancellor of Minnesota State Colleges and Universities, and the president of the University of Minnesota (or their respective designees). The chair of the partnership rotates every two years between the Executive Committee members. Dr. Robert McMaster (University of Minnesota) served as Chair of the partnership from July 2021 through June 2023. Commissioner Dennis Olson (Minnesota Office of Higher Education), who was Vice Chair during this same period, began his service as chair in July 2023 and will continue through June 2025. As of July 2023, Deputy Commissioner Stephanie Graff (Minnesota Department of Education) is serving a two-year term as Vice Chair of the partnership.

Through seed funding provided by the Joyce Foundation, a full-time executive director (ED) position was created and filled in February 2023, and Josiah S. Litant was hired as the partnership’s inaugural executive director. Responsibility for the leadership of MNP20 operations is delegated by the Executive Committee to the ED. The ED, while reporting to the Executive Committee, is a staff member of the Minnesota Office of Higher Education and, through an inter-agency agreement that was established in order to expedite the hiring process, employed by Minnesota State Colleges and Universities.

Since 2019, MNP20 has been steadily building a renewed vision and strategy. This work began in full when leaders of the partnership, along with representatives from the Minnesota Department of Employment and Economic Development (DEED), the Minnesota Office of Higher Education, and the governor’s office, participated in a convening of the Level UP Coalition², a collaborative of state and national partners focused on “measurably increasing the numbers of high school students prepared for and successfully transitioning to postsecondary education and training programs.” This convening served as a catalyst for re-centering the work of MNP20 around a clear and demonstrable goal: achieving the state postsecondary attainment goal set by the Minnesota Legislature in 2015.

The state attainment goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary credential to 70 percent by 2025, within each racial and ethnic group. This focus on

¹ See Appendix A for statutory language

² <http://edstrategy.org/level-up-launch>

disaggregated attainment rates is significant, and is critically important to the citizens of Minnesota as our state continues to have some of the largest gaps in educational outcomes in the country. In an op-ed published in *Forbes* in October 2023³, Matt Gandal of Education Strategy Group argues that the “past 15 years of efforts to improve college access and success could be deemed the ‘attainment goal era,’ as nearly every state in the country set an ambitious goal to increase the share of their populations with postsecondary degrees or credentials.” Gandal states that “post-high school educational attainment of working-age Americans has increased by 16 percentage points, from 38% to nearly 54%” nationally during that time. Most importantly, Gandal states that “in most states that set these goals, concentrated efforts have been made to increase college enrollment and, importantly, completion rates.” He goes on to say that “these efforts led to healthy conversations about the purpose and even value of higher education.”

Gandal proposes that state attainment goals have “pushed leaders to look beneath the hood at their data to understand the different populations within their state and get strategic about how best to serve them.” To that end, MNP20 has framed its work around a set of equity principles⁴, to ensure that our work propels the state toward the elimination of success gaps once and for all. Setting the state attainment goal as its north star, MNP20 refocused its work over the past several years, and set out to strengthen pathways from early childhood to K-12, to higher education, and into the workforce. MNP20 is comprised of members⁵ from education-focused and education-aligned state agencies, institutions, and organizations, as well as appointed legislators, working collaboratively to support all Minnesotans on their educational journeys and on the path towards economic mobility.

The partnership is required to submit an annual report to the governor and legislative leaders that summarizes its progress in meeting its goals and that also identifies the need for any draft legislation the partnership is recommending. This report will provide an overview of major accomplishments from the past year, as well as outline the partnership’s priorities for 2024.

Overview of 2023 Accomplishments

Hiring of an Executive Director

Through seed funding committed by the Joyce Foundation in 2022, MNP20 was able to hire its inaugural Executive Director—in fact, its first staff member—in February 2023. After conducting a full search, the

³ Gandal, Matt. “Has the ‘College Attainment Goal Era’ Been a Success?”. *Forbes.com*. October 31, 2023.

<https://www.forbes.com/sites/mattgandal/2023/10/31/has-the-college-attainment-goal-era-been-a-success/?sh=3c98b7e15440>

⁴ See Appendix B for the equity principles

⁵ See Appendix C for a membership list

partnership’s Executive Committee selected Josiah S. Litant to serve in this role. ED Litant brings a wealth of expertise to this position, with both classroom and administrative experience spanning early childhood, elementary school, middle school, high school, and higher education, most recently serving in a vice president role at one of our state’s community and technical colleges. His work at both public and private institutions—serving in rural, suburban, and urban districts—paired with his previous experience as a founder and co-executive director of an independent middle and high school in Massachusetts all made him an extremely strong choice to take on this inaugural role.

In the early 2000s there were upwards of forty states with P-20 councils. A majority of these have since ceased operations, in part because they were unable to make progress. A major barrier toward this progress was the fact that these councils were largely unstaffed and unfunded. Fewer than ten statewide P-20 councils remain today. As the Education Strategy Group outlines in their whitepaper *The Renewed Promise of P-20 Councils*⁶:

“Funding for [P-20] staff was rarely provided via the state operating budget, and thus, the coordination of P-20 engagement was often the responsibility of a small group of individuals within the leading agency, who all had many other responsibilities...Over the long-run, these approaches to staffing proved unsustainable and not conducive to effective cross-sector partnership.”

As the rest of this report will describe, Minnesota’s P-20 effort has been able to make significant progress this year, building on the successes of the past several years, in large part thanks to the increase in capacity now with an Executive Director at the helm.

Operational Growth

One area of focus for the Executive Director in 2023 has been building and strengthening operations for the partnership. Now with a full-time staff presence, the partnership is able to strengthen its infrastructure to provide improved consistency, systems, procedures, and connectivity for its members, all of which are foundational to future success as the partnership grows its work. Some key examples of operational accomplishments in 2023 include:

- Communication tools were developed for MNP20 members, such as a virtual member workspace and digital filing cabinet, as well as implementation of a member email listserv.
- Updates were made (and approved by a majority vote of the partnership) to the MNP20 bylaws, which included formally adding the Minnesota Office of Higher Education representative to the partnership’s Executive Committee.
- The ED met individually with all partnership members who were interested, which was the vast majority. Several organizations who had not had the capacity to engage in recent years or who had experienced

⁶ <https://edstrategy.org/resource/the-renewed-promise-of-p-20-councils/>

staff transition that left an absence on the partnership were also re-engaged, including the Tribal Nations Education Committee.

- The ED began collaborating with the co-chairs of the MNP20 work groups in order to provide consistent support to help each group continue moving forward successfully.
- At the invitation of the Lumina Foundation, MNP20 applied for and received a technical assistance grant of just under \$15,000. This grant will primarily support the ED in conducting site visits to five other P-20 partnership sites across the country, with the goal of bringing structural, operational, and strategic recommendations for promising practices back to Minnesota. This work will happen in the first half of 2024.

Connections to Stakeholders

While the official members of MNP20 are indeed a primary audience of our work, it is equally important that attention be paid to the many other stakeholders who play a critical role across our state. The ED and the partnership's Executive Committee have increased focus on both passive and active opportunities to connect to myriad stakeholders, including:

- MNP20 has relaunched its public webpage⁷, which includes information about the partnership's mission and history, meeting schedule, an archive of past meeting minutes and materials, links to MNP20's annual legislative reports, an overview of the partnership's current priorities, and a list of MNP20's leadership and members.
- The Executive Committee facilitated a gathering between the EC members, Minnesota Department of Education Commissioner Willie Jett, Minnesota State Colleges and Universities Chancellor Dr. Scott Olson, and University of Minnesota Interim President Jeff Ettinger. All three of these individuals currently have designees serving on the EC, and this conversation was an opportunity to bring these senior leaders together with the EC to jointly discuss the vision and strategy of MNP20 in the coming year.
- The ED connected with legislative leaders chairing Minnesota House and Senate education and workforce committees, in order to acquaint them with the partnership and to discuss how MNP20 can inform and support the work of the committees. ED Litant met with Rep. Cwodzinski (Education Policy), Sen. Kunesh (Education Finance), Rep. Pelowski (Higher Education), Rep. Pinto (Children and Families), Rep. Pryor (Education Policy), Rep. Youakim (Education Finance), and the Committee Administrator to Sen. Fateh (Higher Education). ED Litant is also scheduled to meet with Sen. Champion (Jobs and Economic Development) and Rep. Xiong (Workforce Development) in early 2024. In addition, the partnership includes among its members four appointed state legislators. In 2023, three of those four seats were filled by legislative appointment, and the partnership benefits greatly from the involvement of Rep. Nathan Coulter, Rep. Patricia Mueller, and Sen. Clare Oumou Verbeten.

⁷ <http://www.ohe.state.mn.us/p20>

- ED Litant and Executive Director Katie McClelland of the Governor’s Workforce Development Board (GWDB) met regularly throughout 2023 to begin articulating a strategy for collaboration between MNP20 and the GWDB. In late 2023, MNP20 Chair Commissioner Olson, Commissioner Matt Varilek (DEED), ED Litant, and ED McClelland met to further explore intentional collaboration between the GWDB and MNP20 in the year ahead. As an example, GWDB and MNP20 leaders are discussing opportunities for working together to strengthen student career exploration and career pathways on a statewide level, in coordination with a number of projects already underway across the region. This work is also in alignment with the Drive for Five priorities, educational pathways efforts, and workforce development initiatives. It is our mutual intent to expand our intentional collaborations in these and other areas in 2024.
- ED Litant participated in ongoing conversations with representatives of the Minnesota Children’s Cabinet (Assistant Commissioner of Children’s Cabinet Erin Bailey and Children’s Cabinet Manager Jenny Moses) to identify opportunities for collaboration between MNP20 and the efforts of the Governor’s Children’s Cabinet.
- With the state’s longitudinal education data systems—Minnesota Statewide Longitudinal Education Data System (SLEDS) and Minnesota Early Childhood Longitudinal Data System (ECLDS)—being statutorily under the direction of MNP20⁸, the MNP20 ED, the SLEDS Director (Dr. Nora Morris), and the ECLDS Lead (Jennifer Verbrugge) have been holding regular coordinating meetings to increase alignment in planning and strategy between the three entities.
- Renewed connections were made with key individuals responsible for the administration of the Military Interstate Children’s Compact, for which MNP20 has statutory responsibility for serving as the state council⁹. The partnership will be participating in a presentation/refresher about its obligations related to the compact in January 2024, and preliminary discussions took place regarding potential future collaborations to enhance the partnership’s focus on military-connected youth.
- One of the clear intentions of MNP20 is to expand its efforts to more intentionally include the early childhood education and care sector. ED Litant joined the Transforming Minnesota’s Early Childhood Workforce group as well as the Early Childhood Education Advocates group, both to better inform the work of MNP20 with priorities and needs from the field.
- Many dozens of additional connections were made by the ED throughout the year to connect MNP20 to key agencies (from the Department of Corrections to the Department of Labor and Industry and others), public and private institutions, educational systems, nonprofit organizations, workforce organizations, and legislative leaders across the state—all representing an assortment of stakeholders including practitioners, youth, and families—as the stage is set for further growth of the partnership’s work in 2024.

⁸ MINN. STAT. 127A.70 (2022), SUBD. 2

⁹ MINN. STAT. 127A. 70 (2002), SUBD. 1

Connections to Expert Organizations

In furthering the breadth of knowledge and expertise that MNP20 has access to, multiple connections were renewed or established to expert organizations throughout 2023. These organizations all focus on establishing proven practices to enhance education in various ways across Minnesota, the Midwest, and/or the United States. Though MNP20's work is squarely focused on Minnesota, it is nevertheless critical that this work is informed by both the regional and national landscape, current research, and innovations that are taking place across the educational sector. Some of the key organizations that MNP20 has connected with in this past year include:

- Center for Rural Policy & Development (MN)
- College in High School Alliance
- Data Quality Campaign
- Education Commission of the States
- Education Strategy Group
- The Joyce Foundation
- Lumina Foundation
- Midwest Higher Education Compact
- Poverty Informed Practice, LLC
- State Higher Education Executive Officers Association
- Strive Together
- Swipe Out Hunger
- Seven other statewide P-20 partnerships (Arizona, Delaware, Hawaii, Illinois, Kentucky, Mississippi, and North Carolina, whom, together with Minnesota, have initiated regular meetings of a national group of P-20 leaders)

ED Litant, along with many MNP20 members, also participated in several national convenings, providing the opportunity to connect MNP20 to best practices and educational policy leaders from across the country. These events included the annual State Higher Education Executive Officers (SHEEO) Higher Education Policy Conference, Jobs for the Future's Pathways to Prosperity Fall Institute, Education Commission of the States' National Forum on Education Policy, and more.

In addition, MNP20 Chair Commissioner Olson and ED Litant presented on the work of MNP20 at the 2023 SHEEO Higher Education Policy Conference in Denver, bringing national attention to our efforts, successes, and future objectives here in Minnesota.

Planning for the Future

A key step taken by MNP20 over 2023 was to engage in planning for the future. Since 2019, the partnership has been in a multi-year renewal phase, reestablishing its priorities and setting a path for growth in our work. Collaboration with the Education Strategy Group in 2020 and 2021 led to the creation of key focus areas for the partnership's work, establishment of a set of goals, and the decision to hire an Executive Director. Now with significant advancement in each of those efforts, the partnership delved into planning for what comes next.

At the onset of his tenure, ED Litant presented the partnership with a vision for the current calendar year (2023 at the time) and beyond¹⁰. This document set out a list of goals and established an initial set of questions for consideration in 2024 and beyond. These goals and questions formed the basis for individual conversations that ED Litant had with the Executive Committee, partnership members, and other key stakeholders in the spring of 2023.

Stemming from these conversations, and in alignment with the priorities of the partnership’s Executive Committee, a member survey was completed in June 2023 to help further identify specific strengths, weaknesses, and growth opportunities for the partnership. These results were presented to the partnership at its July 2023 meeting¹¹. Based in part on the results of this survey, the Executive Committee held its first annual planning retreat in August. Coming out of this retreat, the Executive Committee and the ED have established a two-phase planning strategy with regard to the growth of MNP20 in terms of its mission and strategies:

- **Phase one, 2024:** The ED and EC have created a one-year work plan that will move the partnership forward in terms of structural development over the course of this coming year, and that will lay the groundwork for a broader strategic planning process.
- **Phase two, 2025:** After the structural planning is complete, all partnership members will spend 2025 engaged in a broader strategic planning process that will establish big picture priorities for the next several years of the partnership’s work.

An important piece of MNP20’s planning will be to develop and implement a structured process for making policy recommendations to the governor and the legislature. The absence of that formal process—as well as the lack of a formal process for identifying ongoing organizational priorities—has made it difficult for the partnership to be in a position to make legislative recommendations over the past several years (and this year). To this end, the final section of this report, “2024 Priorities,” outlines the first phase of deliverables that will take place over the coming year related to structural planning and development. It additionally describes other new and existing initiatives that the partnership will make movement on over the course of 2024.

Advancement of Priority Projects

MNP20 has also continued this year to make forward motion on four project areas on which we have been focused since 2021, and for which we have provided updates in the past two legislative reports. All four projects are specifically intended to advance the state’s postsecondary attainment goal—to help more Minnesotans complete a postsecondary credential by 2025, while simultaneously working to increase equity, strengthen access, and eliminate success barriers for historically underserved groups.

¹⁰ See Appendix D for the vision memo

¹¹ See https://www.ohs.state.mn.us/Documents/P-20%20Partnership//July%2027,%202023%20P-20%20Meeting%20ED%20Report_ADA.pdf for the summary of findings that was presented to the partnership

These projects are being facilitated through four work groups¹² (which will be referred to as committees moving forward in 2024), as follows: Credentials of Value, Data Use and Capacity, Dual Credit and Exam-Based Credit, and Financial Aid and Literacy. Each workgroup is led by a team of co-chairs, with support from the Executive Director. This section will highlight the accomplishments of each group in 2023, while the final section of this report will outline work priorities for each of the groups in the coming year.

Credentials of Value

Co-chairs: Commissioner Dennis Olson and Steve Rogness (Office of Higher Education)

Between January 2022 and April 2023, members of the Credentials of Value (CoV) work group participated in the Quality Postsecondary Credentials Policy Academy led by National Skills Coalition and Education Strategy Group. The CoV work group sought to develop consensus for a quality criteria framework to identify credentials of value across both degree and non-degree credentials, discuss the policy and program areas where the framework could be applied, and understand the data needs to operationalize the criteria. The CoV work group met monthly and added members as additional stakeholders expressed interest in informing the criteria. The CoV work group members also connected with other states undertaking similar efforts through participation in the National Skills Coalition’s Quality Postsecondary Credentials Policy Academy.

This group’s work focused on two primary goals:

Goal #1: Adopt a single statewide definition of a quality credential across P-20 and the workforce.

Goal #2: Create a single list of all the credentials offered in the state, and highlight those which meet the state’s definition of quality and have the greatest labor market value.

In Spring of 2023 the CoV work group produced a report that summarized the group’s progress on the two identified goals, presents the group’s recommendation for a Credentials of Value Framework, and discusses next steps. The work of this group demonstrated a need for more clarity and a well thought out implementation plan to achieve these goals. This process generated—and will continue to generate—consideration of changes to increase the value of the credentials offered to consumers. The increased value results from:

- Better understanding of the scope and inter-relatedness of credentials across P-20 and the workforce
- Increased alignment to defined skill demand within the labor market
- Alignment or inclusion of industry recognized certification exams
- Incentivizing supportive services, including placement services, for non-credit students

The newly created Credentials of Value Framework for Minnesota establishes criteria for understanding the robustness of a credential, program, or provider based on five criteria areas:

¹² See Appendix E for work group membership lists

1. Evidence of job opportunities
2. Evidence of competencies mastered
3. Evidence of employment and earnings outcomes
4. Evidence of stackable learning sequences or enhanced career pathways
5. Additional criteria related to evidence of learner support, and equity and inclusion

The CoV work group reviewed and discussed the existing quality assurance work performed through state agencies, program review processes, and accreditation processes. The group recommends that implementation of the CoV Framework should be done in a way that avoids duplication of existing efforts and that begins in a pilot phase in 2024.

Data Use and Capacity

Co-chairs: Dr. Satasha Green-Stephen and Dr. Nancy Floyd (Minnesota State Colleges and Universities)

In 2022 the Data Use and Capacity (DUC) work group conducted a survey among partnership members to identify their needs for supporting, understanding, and using data. The group analyzed these results with the goal of guiding the partnership in further conversation about ways to increase data use and capacity across MNP20's member organizations and within MNP20 itself. Perhaps not surprisingly, the survey results supported two main findings:

1. Every organization was interested in increasing their understanding and use of data.
2. No organization had additional capacity to tackle this.

With the decision made at the end of 2022 to hire an ED in the coming year, the work of this group was paused so that the ED would have an opportunity to help direct the next steps of this group given the findings in the survey.

Throughout 2023 the ED met with the leads of the work group and the Executive Committee and discussed the best way to proceed and how to utilize this group most effectively. Everyone agreed that MNP20 must be data-informed, but that we needed to revisit the group's charge to maximize its effectiveness while recognizing the limits of everyone's capacity to take on more.

In the fall of 2023 the ED and the work group's co-chairs presented the Executive Committee with a refreshed charge for this group. With the Executive Committee's support, the draft charge document was brought to the members of the DUC work group for their input, and a final version was approved. The group's work will begin again in 2024 under this new charge (discussed in detail in the final section of this report).

Financial Aid and Literacy

Co-chairs: Dr. Robert McMaster and Dr. Julie Selander (University of Minnesota)

In the previous year's annual report, it was shared that the Financial Aid and Literacy (FAL) work group was working on two main priorities: 1.) Developing a communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity—and how to access and afford these opportunities—and, 2.) Create a community of

Minnesota P-20 Education Partnership 2023 Report to the Governor & Legislature

practice in the financial wellness space and host a statewide assembly with that community of practice. In the first several months of 2023 it was decided that the group would focus exclusively on developing the assembly, as the results of this gathering would influence future direction both with a communications campaign as well as other priorities.

Throughout 2023 a subset of the work group developed a proposal for what is being called the Financial Wellness, Education, and Access Summit, to take place in April 2024. The summit will invite approximately 75 leaders and practitioners from a variety of settings including early childhood, K-12, higher education, government, and non-profit, from all across Minnesota. The goal of the summit is to identify and understand the intersectionality of opportunities, challenges, and barriers across educational settings in the state related to financial wellness, financial education, and financial aid, with a focus on increasing postsecondary access and student success. The vision for this inaugural summit is to host a smaller, more targeted group to enable more intimate, focused conversation.

The resulting ideas and conversations from the summit will be brought back to the full FAL work group and, eventually, to the MNP20 Executive Committee for discussion. It is anticipated that these findings will be a critical tool in helping to set the ongoing agenda and priorities of the FAL workgroup for the second half of 2024 and beyond.

Dual Credit and Exam-Based Credit

Co-chairs: Deputy Commissioner Stephanie Graff and Sally Reynolds (Minnesota Department of Education)

As reported last year, since 2021 the partnership has been working with the College in High School Alliance (CHSA) for technical assistance to explore how the existing funding system for Minnesota’s dual enrollment programs was creating or exacerbating access gaps, and working to develop proposals on how to solve identified challenges. After a year of work and after completing a series of listening sessions with stakeholders in Minnesota—including students—a report was released under the banner of CHSA called “Improving Minnesota’s Dual Enrollment Funding System.”¹³ The report made a number of recommendations, including:

- Piloting a “full funding of PSEO (Postsecondary Enrollment Options)” program
- Updating the PSEO transportation formula statewide
- Collecting and publicly reporting PSEO by contract data across the state
- Commissioning new funded research about dual enrollment in Minnesota

The full funding of PSEO pilot was included in Governor Walz’s budget proposal in 2023, but did not receive legislative support through to the final bill.

The partnership received a grant through CHSA as well as additional funding from the Joyce Foundation to begin

¹³ Available at <https://collegeinhighschool.org/wp-content/uploads/2023/03/Improving-Minnesotas-Dual-Enrollment-Funding-System-Reflections-and-Recommendations-from-the-Field.pdf>

to conduct the proposed research about dual enrollment in Minnesota. The CHSA report proposed myriad potential research questions to consider, and these funds have been used to examine the level of benefit to the average student in the state who participates in dual credit experiences. The partnership hired Ecotone Analytics GBC through a competitive bid process to conduct the research, which focuses on the social return on investment from students' dual credit experiences while also analyzing participation data and student outcomes. We anticipate that this research will provide a more robust picture of the benefits, challenges, and opportunities for Minnesota's dual enrollment picture, and this information will be critical in guiding our future work in this arena in 2024 and beyond. This research is currently underway, with a report on the findings expected to be completed in the first quarter of 2024.

State Longitudinal Data Systems

As mentioned, the state's longitudinal data systems, SLEDS and ECLDS, fall under the statutory purview of MNP20. As such, we are providing updates on key accomplishments for these two systems over the past year.

In addition to the listed accomplishments that follow, the leadership of SLEDS, ECLDS, and MNP20 have taken steps to enhance and strengthen collaboration between the three entities. It has been the goal of the three leaders (Nora Morris, Jennifer Verbrugge, and Josiah Litant) to work together with intentionality to increase dialogue, planning, and strategy-sharing between SLEDS, ECLDS, and MNP20. Moving forward, collaborative planning between the three will continue, with particular attention in 2024 to collectively navigating strategic priority development in order to tie together key shared goals in a coherent and planful way.

Early Childhood Longitudinal Data System (ECLDS)

- ECLDS added 2020 American Community Survey data to its Census Data Tool. ECLDS allows exclusive online access to more detailed data about families with babies, toddlers, and preschoolers for nearly all counties in the 50 states, District of Columbia, and Puerto Rico. The Census Data Tool includes information on 30 topics about babies, toddlers, and preschoolers from 2010, 2015, and 2020 for a more longitudinal view of population trends.
- ECLDS governance approved a recommendation to replace data reflecting the federal definition of American Indian and Alaska Native with the state definition of American Indian and Alaska Native in ECLDS reports. This change to more accurately count Minnesota students who identify as American Indian will be made in nearly all ECLDS public reports, with the exception of the Birth to Pre-K reports. (Whereas K-12 has adopted the state definition, public early care and preschool programs have not yet fully adopted the state definition in their reporting.) Implementation of this shift in ECLDS reporting will take place after the ECLDS and SLEDS migration to the cloud is complete.
- ECLDS is partnering with staff in the Minnesota Department of Health's Early Intervention program, and Minnesota Department of Education's Early Childhood Special Education (ECSE) program to expand its reporting on children who are deaf/hard of hearing (D/HH). While ECLDS has reports considering the experiences and outcomes of children who are D/HH, it has not included data that reflects their

language acquisition outcomes. This expanded data partnership will fill that gap, and offer state and federal reporting support to Minnesota’s Early Hearing Detection and Intervention (EHDI) program.

- ECLDS governance agreed that work could begin to prepare ECLDS processes and documentation to allow for researchers to make data access requests. This is a significant shift in ECLDS data use that will initially mirror SLEDS data use policies and procedures, and for which the ECLDS Research & Data Committee has already begun applying an early childhood lens. The ECLDS team recognizes that preparation for this change in policy will take some time, but is excited for the prospect of expanded access for research into Minnesota’s early childhood sphere.
- ECLDS hired a Research Scientist in late 2023, filling a newly created position, with funding resultant from the 2023 legislative session. The Research Scientist will be the primary point of contact for ECLDS data questions and concerns among data contributors, program staff, researchers, and website visitors. They will also independently conduct complex research and data analysis activities for early childhood care and education across agencies. This new addition to the ECLDS team will increase ECLDS’ capacity to grow reports and fulfill data requests for research.
- Built with federal grant funds, ECLDS launched in 2016 and is one of the longest-existing early childhood integrated data systems in the nation. After nearly eight years, we are now embarking on evaluation of its current state, and strategic planning to guide its future. While other early childhood integrated data systems have strategic plans, no other system in the country has undergone this sort of evaluation process. The ECLDS team is excited to begin this work with consultation from national ECLDS expert Missy Coffey, and to contribute Minnesota’s continued leadership to early childhood longitudinal data systems nationwide.

Statewide Longitudinal Education Data System (SLEDS)

- Thanks to continuing funding from the legislature, SLEDS was able to renew contracts with its outreach data coordinators. SLEDS currently contracts with each of the regional service cooperatives to provide coaching and support to SLEDS users throughout the state. Data coaches for postsecondary users and early childhood reporting are also supported. A full workshop on best practices in data coaching and outreach was well attended.
- SLEDS staff created a new report on postsecondary transfer. This will allow users to better understand who transfers, as well as their activity prior to and after transfer. This will allow institutions to better serve this growing segment of students.
- SLEDS submitted for and was awarded a multi-year grant from the federal Institute for Educational Sciences. While review scores in all categories were high, SLEDS was awarded a perfect score for Data Security and Privacy Awareness, and an almost perfect score for an Effective Management and Governance Plan. The award is for approximately four million dollars over four years. This will be used to

fund exploration of expanded reporting of student self-directed learning activities and reporting of industry and other non-credit credentials, among other activities.

- In order to increase awareness and use of SLEDS, staff have been busy presenting at conferences and professional meetings. Presentations have included the Minnesota School Board Association, Minnesota School Counselors Association, Association for Institutional Research in the Upper Midwest, Minnesota Rural Educators Association, as well as many regional meetings.
- SLEDS staff continue to work closely with the research community to expand the use of SLEDS for research and evaluation purposes. This past year, over ten projects were approved. These included work with DEED to explore the impacts of the pandemic on education and employment patterns, evaluation of the Child Care Assistance Program, academic program evaluation, and more.

2024 Priorities

MNP20 has written a workplan for 2024, outlining key priorities for focus throughout the year. The plan is broken down into two parts, which are summarized in this section of the report:

- **Part I: Partnership Priorities**
Initiatives for which the full partnership or a committee will have primary responsibility
- **Part II: Executive Director Priorities**
Initiatives for which the Executive Director will have primary responsibility

This overview of the 2024 priorities that follows includes each individual major project for the year, as well as its associated timeline. The full 2024 work plan (available under separate cover) additionally includes a rationale and outline of deliverables for each initiative.

One additional note of importance: One of our key areas of focus across several work priorities in 2024 is building stronger systems, procedures, and operations for the partnership. This is of particular importance in advance of strategic planning work that will take place in 2025. As a core part of the effort this year, the partnership will be looking critically at its mechanisms for making policy and budget recommendations as required by statute. One of the major anticipated outcomes of these efforts will be the implementation of a more intentional, structured, and systematic approach to setting priorities and making data-informed policy recommendations to the governor and state agencies as well as the legislature.

Part I: Partnership Priorities

1. Develop a vision, mission, and action statement for the partnership.
Complete by April 2024
2. Prepare for launch of the pilot implementation of the Credentials of Value project.
Ongoing
3. Implement a refreshed framework for the Data Use and Capacity committee.
Ongoing

4. Develop strategies for strengthening dual enrollment access, opportunity, and equity.
Complete by October 2024, additional work ongoing.
5. Facilitate a Financial Wellness, Education, & Access Summit, and identify ongoing work priorities resulting from the information gathered at the event.
Complete by April 2024, additional work ongoing
6. Explore opportunities for MNP20 to convene, advise, and support statewide efforts addressing educator workforce shortages, from early childhood through higher education.
Complete by October 2024
7. Review and assess membership and membership structures of MNP20 with an eye towards broader inclusivity of key stakeholders.
Complete by August 2024
8. Initiate a preliminary review of out-of-state migration by Minnesotans, and the challenges it presents to education and workforce.
Complete by December 2024

Part II: Executive Director Priorities

1. Expand connections and collaborations with organizations serving historically excluded and marginalized communities, as well as those who have been underrepresented at the MNP20 table.
Ongoing
2. Identify tools and resources to support systemic inclusion of MNP20's equity principles across the partnership's work.
Complete by December 2024
3. Lay the groundwork for building a multi-year strategic plan in 2025.
Complete by November 2024
4. Strengthen the work of MNP20's committees by increasing structural supports, processes, and clarity of scope.
Ongoing
5. Complete the priorities in the Lumina capacity-building grant MNP20 received in 2023, with a primary focus on the ED's travel to five other state P-20s to capture promising practices.
Complete by October 2024
6. Further enhance the operations, processes, and organizational effectiveness of the partnership.
Ongoing
7. Continue to build MNP20's national network of advisors, supporters, allies, and thought leaders.
Ongoing

8. Pilot new formats and approaches for involving MNP20 partners, in order to maximize productive opportunities for their engagement.

Complete by December 2024

Conclusion

The Minnesota P-20 Education Partnership is at an exciting moment in its evolution. As the partnership celebrates its fifteenth anniversary this year, there is a renewal of energy and focus on the path forward. With broad representation at the table, high-level leaders participating in the work, and increased capacity, the time is now ripe for the partnership to grow its efforts in support of Minnesota's students. MNP20 looks forward to a productive year ahead, and eagerly anticipates reporting on many more accomplishments in our 2025 annual report.

Appendix A

Minnesota State Statutes 2022, 127A.70, Minnesota P-20 Education Partnership

127A.70 MINNESOTA P-20 EDUCATION PARTNERSHIP.

Subdivision 1. Establishment; membership.

(a) A P-20 education partnership is established to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources. The partnership shall consist of major statewide educational groups or constituencies or noneducational statewide organizations with a stated interest in P-20 education. The initial membership of the partnership includes the members serving on the Minnesota P-16 Education Partnership and four legislators appointed as follows:

(1) one senator from the majority party and one senator from the minority party, appointed by the Subcommittee on Committees of the Committee on Rules and Administration; and

(2) one member of the house of representatives appointed by the speaker of the house and one member appointed by the minority leader of the house of representatives.

(b) The chair of the P-16 education partnership must convene the first meeting of the P-20 partnership. Prospective members may be nominated by any partnership member and new members will be added with the approval of a two-thirds majority of the partnership. The partnership will also seek input from nonmember organizations whose expertise can help inform the partnership's work.

(c) Partnership members shall be represented by the chief executives, presidents, or other formally designated leaders of their respective organizations, or their designees. The partnership shall meet at least three times during each calendar year.

(d) The P-20 education partnership shall be the state council for the Interstate Compact on Educational Opportunity for Military Children under section [127A.85](#) with the commissioner or commissioner's designee serving as the compact commissioner responsible for the administration and management of the state's participation in the compact. When conducting business required under section [127A.85](#), the P-20 partnership shall include a representative from a military installation appointed by the adjutant general of the Minnesota National Guard.

Subd. 2. Powers and duties; report.

(a) The partnership shall develop recommendations to the governor and the legislature designed to maximize the achievement of all P-20 students while promoting the efficient use of state resources, thereby helping the state realize the maximum value for its investment. These recommendations may include, but are not limited to, strategies, policies, or other actions focused on:

(1) improving the quality of and access to education at all points from preschool through graduate education;

(2) improving preparation for, and transitions to, postsecondary education and work;

(3) ensuring educator quality by creating rigorous standards for teacher recruitment, teacher preparation, induction and mentoring of beginning teachers, and continuous professional development for career teachers; and

(4) realigning the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.

(b) Under the direction of the P-20 Education Partnership Statewide Longitudinal Education Data System Governance Committee, the Office of Higher Education and the Departments of Education and Employment and Economic Development shall improve and expand the Statewide Longitudinal Education Data System (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS) to provide policymakers, education and workforce leaders, researchers, and members of the public with data, research, and reports to:

(1) expand reporting on students' educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of child well-being, early childhood development, and student progress toward career and college readiness;

(2) evaluate the effectiveness of early care, educational, and workforce programs; and

(3) evaluate the relationships among early care, education, and workforce outcomes, consistent with section [124D.49](#).

To the extent possible under federal and state law, research and reports should be accessible to the public on the Internet, and disaggregated by demographic characteristics, organization or organization characteristics, and geography.

It is the intent of the legislature that the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System inform public policy and decision-making. The SLEDS governance committee and ECLDS governance committee, with assistance from staff of the Office of Higher Education, the Department of Education, and the Department of Employment and Economic Development, shall respond to legislative committee and agency requests on topics utilizing data made available through the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System as resources permit. Any analysis of or report on the data must contain only summary data.

(c) By January 15 of each year, the partnership shall submit a report to the governor and to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over P-20 education policy and finance that summarizes the partnership's progress in meeting its goals and identifies the need for any draft legislation when necessary to further the goals of the partnership to maximize student achievement while promoting efficient use of resources.

Subd. 2a. Career pathways and technical education; key elements; stakeholder collaboration.

(a) The partnership must work with representatives of the Department of Education, the Department of Employment and Economic Development, the Department of Labor, the Professional Educator Licensing and Standards Board, the Board of School Administrators, trade associations, local and regional employers, local school boards, adult basic education program providers, postsecondary institutions, parents, other interested and affected education stakeholders, and other major statewide educational groups and constituencies to recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections [120B.11](#), [120B.125](#), [122A.09](#), [122A.14](#), [122A.18](#), and [122A.60](#), among other statutory provisions, to effect and, if appropriate, revise a comprehensive, effective, and publicly accountable P-20 education system

premised on developing, implementing, and realizing students' individual career and college readiness plans and goals. In developing its recommendations, the partnership must consider how best to:

(1) provide students regular and frequent access to multiple qualified individuals within the school and local and regional community who have access to reliable and accurate information, resources, and technology the students need to successfully pursue career and technical education, other postsecondary education, or work-based training options;

(2) regularly engage students in planning and continually reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning that helps them realize their goals; and

(3) identify and apply valid and reliable measures of student progress and program efficacy that, among other requirements, can accommodate students' prior education-related experiences and applied and experiential learning that students acquire via contextualized projects and other recognized learning opportunities.

(b) The partnership must recommend to the commissioner of education and representatives of secondary and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters, and pathways for students enrolled in a secondary school, postsecondary institution, or work-based program. The key elements of these programs of study for students pursuing postsecondary workforce training or other education must include:

(1) competency-based curricula aligned with industry expectations and skill standards;

(2) sequential course offerings that gradually build students' skills, enabling students to graduate from high school and complete postsecondary programs;

(3) flexible and segmented course and program formats to accommodate students' interests and needs;

(4) course portability to allow students to seamlessly progress in the students' education and career; and

(5) effective and sufficiently strong P-20 connections to facilitate students' uninterrupted skill building, provide students with career opportunities, and align academic credentials with opportunities for advancement in high-skill, high-wage, and high-demand occupations.

(c) Stakeholders under this paragraph must examine possibilities for redesigning teacher and school administrator licensure requirements, and make recommendations to the Professional Educator Licensing and Standards Board and the Board of School Administrators, respectively, to create specialized licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical education programs, Montessori schools, and project and place-based learning, among other career and college ready opportunities. Consistent with the possibilities for redesigning educators' licenses, the stakeholders also must examine how to restructure staff development and training opportunities under sections [120B.125](#) and [122A.60](#) to realize the goals of this subdivision.

(d) The partnership must recommend to the Department of Education, the Department of Employment and Economic Development, and postsecondary institutions and systems how best to create a mobile, web-based hub for students and their families that centralizes existing resources on careers and employment trends and the educational pathways required to attain such careers and employment.

Appendix B

Equity principles of the Minnesota P-20 Education Partnership (adopted in 2021)

- We commit to approaching our work from an equity, anti-racism, and unity lens.
- We recognize that we cannot achieve our goals without directly addressing systemic racism, oppression, and economic and educational inequities within our spheres of influence and impact, and we are committed to doing so.
- We will strive for educational equity (not equality), which means that we will meet learners and communities where they are and provide what they need to succeed and meet their goals.
- We commit to actively engaging with data and those whom it represents, and to safeguarding that data to ensure its ethical use.
- We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Appendix C

Minnesota P-20 Education Partnership voting member list (current as of the date of this report)

P-20 Education Partnership Member Organizations and Representatives	
Association of Metropolitan School Districts	Voting member: Scott Croonquist, Executive Director
Education Minnesota	Voting member: Denise Specht, President Designee member: Carrie Lucking, Executive Director
Generation Next	Voting member: Joe Munnich, Executive Director Designee member: Jeremiah Ellis, Director of Partnerships
Greater Twin Cities United Way	Voting member: Liz Williams, Senior Program Officer for Career Academies
Military Interstate Children's Compact¹⁴	Voting member: Heather Bergeron, Minnesota Family Program Director, Minnesota Army National Guard
MINNDEPENDENT	Voting member: Tim Benz, President
Minnesota Association for the Education of Young Children	Voting member: Heather Charmoli, Program Administrator
Minnesota Association of Charter Schools	Voting member: Joey Cienian, Executive Director
Minnesota Association of Colleges for Teacher Education	Voting member: Darrell Stolle, President
Minnesota Association of School Administrators	Voting member: Deb Henton, Executive Director
Minnesota Association of Secondary School Principals	Voting member: Bob Driver, Executive Director
Minnesota Business Partnership	Voting member: Kurt Zellers, CEO Designee member: Amy Walstien, Senior Policy Director
Minnesota Chamber of Commerce	Voting member: Lauryn Schothorst, Director of Workplace Management and Workforce Development Policy

¹⁴ Only participates and votes for matters related to the Military Interstate Compact

Minnesota Department of Education	Voting member: Willie Jett, Commissioner Designee members: Stephanie Graff, Deputy Commissioner; Daron Korte, Assistant Commissioner; Angela Mansfield, Assistant Commissioner
Minnesota Department of Employment and Economic Development	Voting member: Matt Varilek, Commissioner Designee member: Katie McClelland, Executive Director of Governor's Workforce Development Board
Minnesota Education Equity Partnership	Voting member: Carlos Mariani Rosa, Executive Director Designee members: Leiataua Jon Peterson, Senior Policy Fellow; Ikram Mohamud, College Race Equity Initiative Coordinator
Minnesota Elementary School Principals Association	Voting member: Michelle Krell, Executive Director
Minnesota House of Representatives	Voting members: Rep. Nathan Coulter, Member of the MN House of Representatives; Rep. Patricia Mueller, Member of the MN House of Representatives
Minnesota P-20 Education Partnership	Ex-officio, non-voting member: Josiah S. Litant, Executive Director
Minnesota Office of Higher Education	Voting member: Dennis Olson, Jr., Commissioner Designee members: Winnie Sullivan, Deputy Commissioner; Wendy Robinson, Assistant Commissioner; Meredith Fergus, Director of Research; Nora Morris, SLEDS Director; Jen Verbrugge, ECLDS Lead
Minnesota Private College Council	Voting member: Paul Cerkvenik, President Designee members: Alison Groebner, Director of Government & Community Relations; Megan Rozowski, Director of Research & Policy Development
Minnesota PTA	Voting member: Amy Nelson, President
Minnesota Senate	Voting members: Sen. Clare Oumou Verbeten, Member of the MN Senate; TBD (additional member appointment not yet made)
Minnesota State Colleges and Universities	Voting member: Scott Olson, Chancellor Designee members: Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs; Jesse Mason, Associate Vice Chancellor of Academic Affairs

Tribal Nations Education Committee	Voting member: Edith Washington, TNEC Member Designee member: Paul Dressen, TNEC Member
University of Minnesota	Voting member: Jeff Ettinger, Interim President Designee members: Robert McMaster, Vice Provost and Dean of Undergraduate Education; Jennifer Kunze, Director of Ramp up to Readiness

Appendix D

*Initial vision memo (called “Vision 2023 and Beyond”) from the Executive Director to MNP20 members
March 2023*

As the first Executive Director (ED) of the Minnesota P-20 Education Partnership (MNP20), my vision for moving us forward is equal parts strategic and operational. It is imperative that we continue to build upon the focused efforts of the past several years, and that we implement actions and legislative recommendations pertaining to the goals the partnership has already established. At the same time, we are now extending MNP20’s capacity further with the hire of the first full-time ED. This step that will allow us to expand the depth and breadth of our efforts, and that will require some foundational work in this startup year.

In my first month on the job, I have spent time reviewing the past decade of legislative reports and meeting minutes, engaging in conversations with the Executive Committee and partnership members, and immersing myself in the national discourse around P-20 efforts. As I have stepped into this role, I am outlining a two-part vision for our work:

1. *Vision 2023* is a set of goals for the remainder of the calendar year—what I hope to have accomplished by the end of December in my “start-up” phase.
2. *Future Vision* outlines an initial set of questions for consideration as we look ahead to 2024 and beyond. As there is much for me to absorb and learn in my first year, I anticipate being able to provide a more concrete vision for the future after these next several months. In the meantime, these questions will hopefully serve as a springboard and opportunity for further discussion between us.

To be clear, this document outlines what I see and think from my vantage point so far. But the actual vision for what we do is not only mine—it’s *ours*. The conversations and brainstorming we do *together* will inform our direction from here. I look forward to your feedback and input on all of it.

Vision 2023

Goals for the Remainder of the Year

- Meet with P-20 subcommittees and develop an understanding of their goals, projects, and deliverables, as well as identify how the ED can support these efforts.
- Facilitate conversations with P-20 partnership members and affiliates to learn more about their agencies and organizations and what concerns, issues, and priorities they have.
- Establish connections with leaders and members of other P-16/P-20 partnerships across the country. Identify practices that are working around the nation for possible implementation in our work.

- Explore the establishment of a data dashboard to use as a barometer in setting benchmarks and measuring our impact (see a great example from North Carolina [here](#)).
- Assess where we are currently meeting our mission and where we still need to grow. Establish growth goals based on that assessment, paying particular attention to:
 - Our statutory obligation to develop and provide recommendations to the governor and the legislature
 - Our successes and gaps in working across our full P-20 scope
 - Opportunities to further actualize our equity principles
- Identify where and how the partnership might establish regular mechanisms for diverse stakeholder input (e.g., an Executive Director’s “kitchen cabinet” or something like [this example](#) in Illinois, visits to schools and organizations, workforce roundtables, participation in regional events, etc.).
- Develop a communications strategy, including building a new webpage for MNP20, to increase the general population’s exposure to our efforts and priorities.
- Further articulate the ED role with the Executive Committee. How does the ED advance the partnership’s agenda? How will the ED’s scope of work complement and expand existing partnership initiatives?
- Clarify how the partnership ensures focus on specific priorities while also ensuring that we retain a broad P-20 scope.
- Participate in spaces in which MNP20 would benefit from a new or increased presence (e.g., statewide meetings, regional groups, conferences, presentations, etc.).
- Identify preliminary resource needs to ensure that MNP20 is able to meet its goals and move priority efforts forward.

Future Vision

Questions for Consideration

- How do we—or will we—define and measure success for our work? What does accountability look like?
- What benchmarks will we develop for our work beyond the 2025 70% attainment goal? Does this “north star” goal alone sufficiently encompass our work? How might we break it down into segments to ensure we are making progress across all age groups?
- How does this group want to interface with a broad coalition of diverse stakeholders outside of partnership members? What is the role of affiliate members with the partnership? What are other ways we might engage stakeholders?
- How is Minnesota a national leader in P-20 efforts, or how do we want to be? How do we see ourselves connecting nationally with others who are in this same space?
- How will we intentionally grow our ability to deliver results—what does that look like in terms of staffing, resources, partnership member responsibilities, etc.?
- How and when do we develop a multiyear strategic roadmap for the Minnesota P-20 Education Partnership?

Appendix E

Members of Minnesota P-20 Education Partnership Work Groups (current as of the date of this report)

Credentials of Value Work Group Members	
Olson, Dennis (Executive Committee lead, co-chair)	Minnesota Office of Higher Education
Rogness, Steve (co-chair)	Minnesota Office of Higher Education
Barnes, Anne	University of Minnesota
Broberg, Deb	RealTime Talent
Byers, Jennifer	Minnesota Chamber of Commerce
Dincau, Julie	Minnesota Department of Education
Fergus, Meredith	Minnesota Office of Higher Education
FitzGibbon, Megan	Minnesota Office of Higher Education
Godfrey, Scott	Minnesota Department of Employment and Economic Development
Hasskamp, Brad	Minnesota Department of Education
Helminiak, Bryan	University of St. Thomas
Jensen, Wanda	Minnesota Association of Workforce Boards
Kammen, Kay	Minnesota Department of Employment and Economic Development
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
McClelland, Katie	Governor's Workforce Development Board/ Minnesota Department of Employment and Economic Development
Mol Sletten, Jacquelynn	Minnesota Office of Higher Education
Niebuhr, Jess	Minnesota State Colleges and Universities
Olson, Erin	RealTime Talent
Radtke, Mitchell	Minnesota Private College Council
Rozowski, Megan	Minnesota Private College Council
Schothorst, Lauryn	Minnesota Chamber of Commerce
Slattengren, Erin	University of Minnesota

Solomon, Dan	Minnesota Department of Labor and Industry
Torma, Ryan	University of Minnesota
Walstein, Amy	Minnesota Business Partnership
Wandler, Carrie	Saint Mary's University of Minnesota
Zangs, Jena	University of St. Thomas
Zilka, Julie	University of St. Thomas

Data Use and Capacity Work Group Members	
Green-Stephen, Satasha (Executive Committee lead, co-chair)	Minnesota State Colleges and Universities
Floyd, Nancy (co-chair)	Minnesota State Colleges and Universities
Burczek Dreier, John	Minnesota Department of Education
Caesar, Julio	Bloomington Public Schools
Fergus, Meredith	Minnesota Office of Higher Education
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Morris, Nora	Minnesota Office of Higher Education
Munnich, Joe	Generation Next
Rosas-Lee, Maira	Minnesota Department of Education
Rozowski, Megan	Minnesota Private College Council
Verbrugge, Jennifer	Minnesota Department of Education

Dual Credit and Exam-Based Credit Work Group Members	
Graff, Stephanie (Executive Committee lead, co-chair)	Minnesota Department of Education
Reynolds, Sally (co-chair)	Minnesota Department of Education
Barsness, Beth	Minnesota Department of Education
Billiet, Eric	Minnesota Department of Education
Coenen, Scott	University of Minnesota
Espinosa, Jessica	Minnesota State Colleges and Universities

Hanson, Emily	University of Minnesota
Henton, Deb	Minnesota Association of School Administrators
Indihar, Bob	Minnesota Rural Education Association
Jackson, Zeke	People for PSEO
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Oliver, Nekey	Minnesota Office of Higher Education
Mason, Jesse	Minnesota State Colleges and Universities
Perry, Alex	College in High School Alliance
Peterson, Leiataua Jon	Minnesota Education Equity Partnership
Roethke, Andrea	Ed Allies
Walstien, Amy	Minnesota Business Partnership

Financial Aid and Literacy Work Group Members	
McMaster, Bob (Executive Committee lead, co-chair)	University of Minnesota
Selander, Julie (co-chair)	University of Minnesota
Burgess, Amanda	Augsburg College
Cerkvenik, Paul	Minnesota Private College Council
Halling, Chris	Minnesota State Colleges and Universities
Igbo-Ogbonna, Krystle	Minnesota State Colleges and Universities
Litant, Josiah (ex-officio)	Minnesota P-20 Education Partnership
Mohamud, Ikram	Minnesota Education Equity Partnership
Ozcan, Mai Chue	Minnesota Office of Higher Education
Roelke, Scott	Inver Hills Community College & Dakota County Technical College
Rozowski, Megan	Minnesota Private College Council